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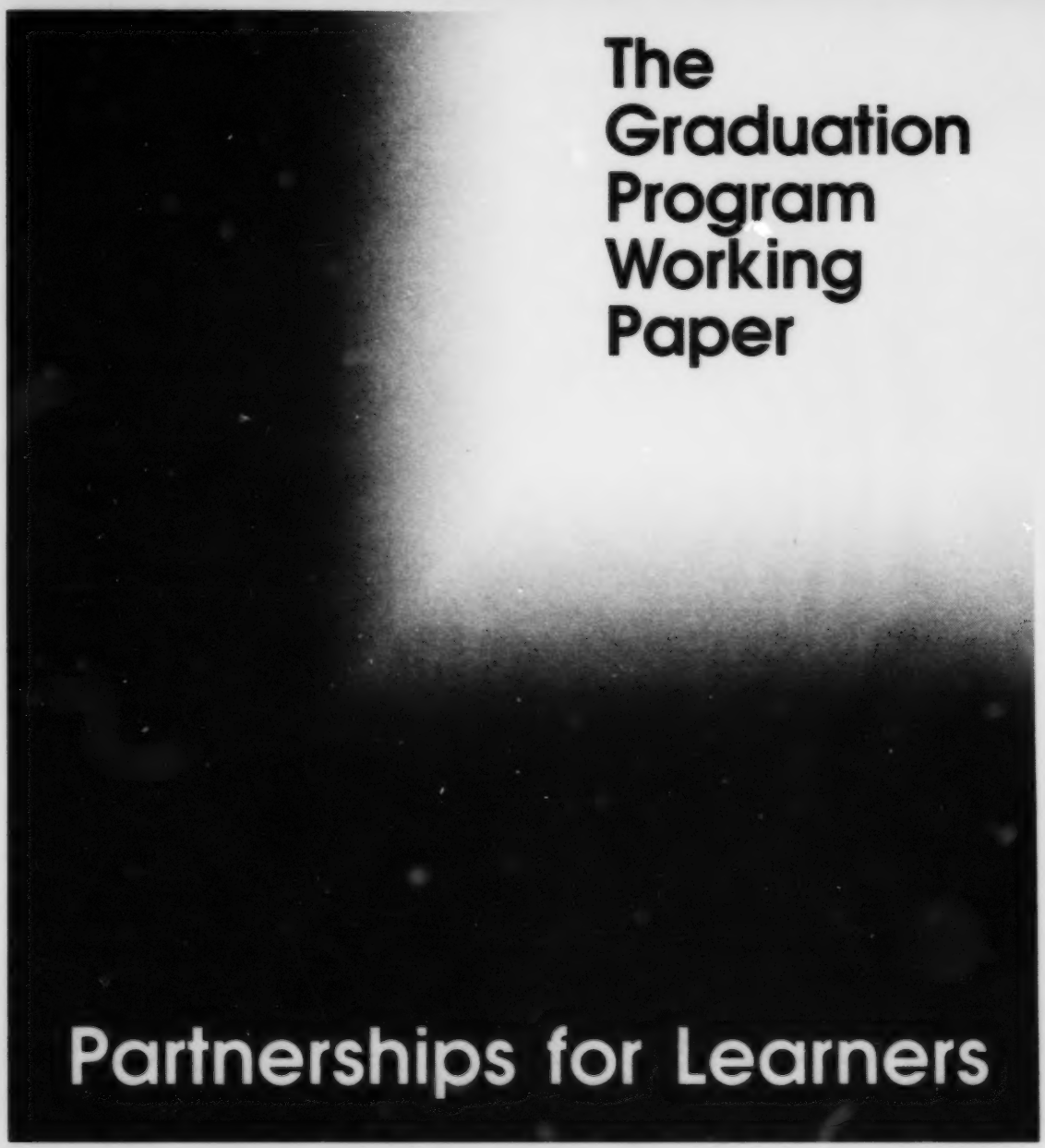

The Graduation Program Working Paper

Partnerships for Learners

April 1992

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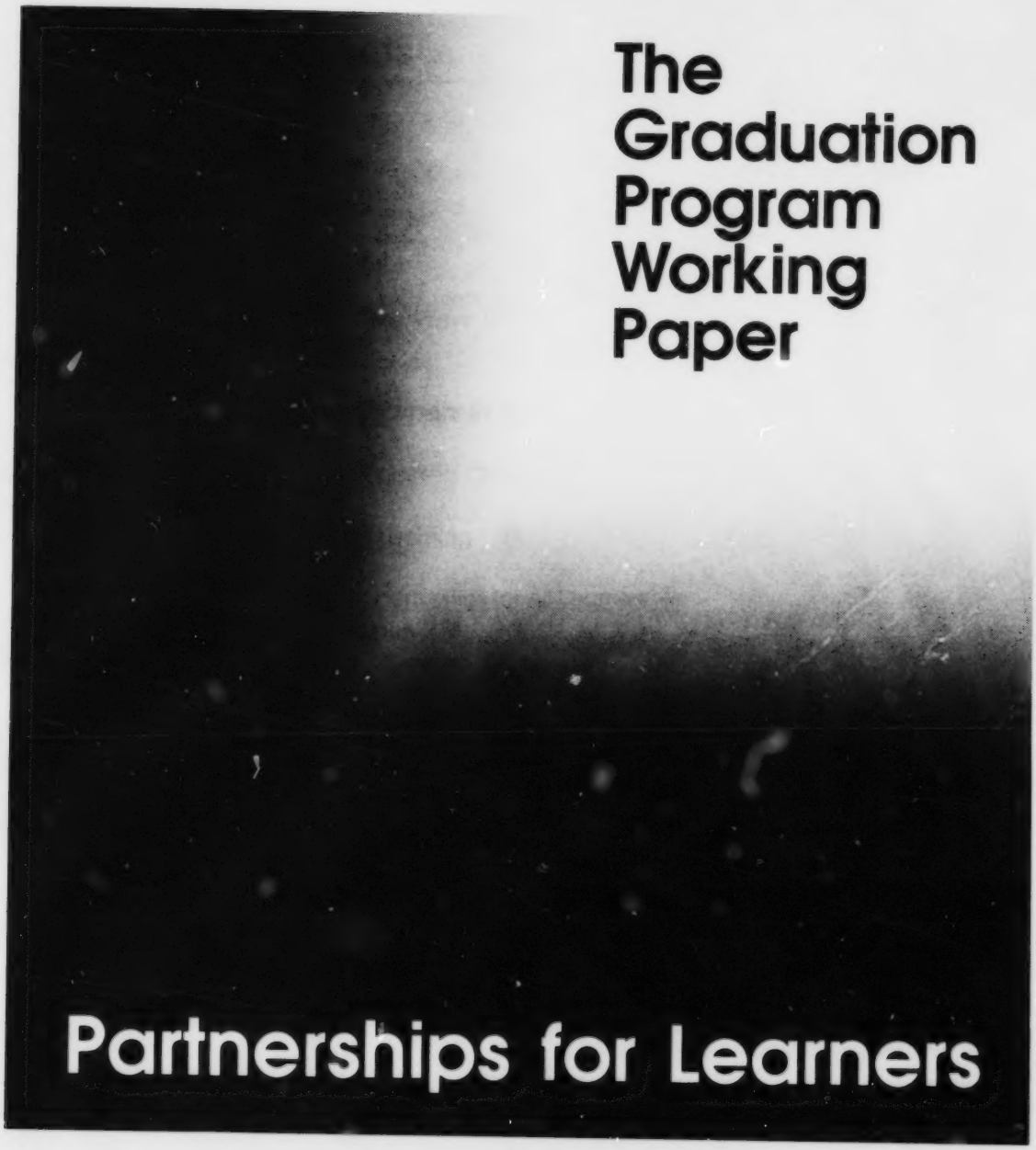
The Graduation Program Working Paper



Partnerships for Learners

April 1992

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Preface

The Graduation Program is a program for all learners. It offers opportunities for the students of British Columbia to capitalize on their strengths and further their knowledge, skills, and attitudes as they create pathways for their future direction. It is also a program about partnerships and the important role they play in encouraging learners to apply what they have learned in the classroom, thus enriching the educational experience and building bridges between the community and the school.

A Legacy for Learners: The Report of the Royal Commission on Education, 1988 presented eighty-three recommendations that dealt with a wide range of topics intended to improve schooling in British Columbia. Implicit in many of the recommendations was the growing need to involve and to respect the views of all partners in education.

The Ministry is committed to incremental educational change using collaborative processes. To build educational programs that are focused on (and respectful of) all learners, decisions regarding educational change must take account of

- knowledge that comes from research and development activities
- wisdom that comes from the experiences of practising professionals
- a range of perspectives that is brought from consultation with partners in education, including students, parents, and members of the community at large.

"The larger challenge for the provincial system rests in attempting to establish what one scholar describes as 'a system of plurality of excellence... a variety of career paths in formal schooling leading to different types of high level competence other than academic ability.' "

—p. 104

The First Step

The Graduation Program Team began its work in September, 1989. The Team and the Graduation Program Steering Committee have, from the outset, debated and discussed directions that the Program might take. The Team started the development of the Program by reviewing the original submissions to the Royal Commission and having detailed discussions with professional educators, students, and parents throughout the province. The Team studied the responses to *Year 2000: A Framework for Learning*, met with the Provincial Steering Committee, attended a series of regional seminars throughout the province, and responded to invitations to meet with groups of parents, students, teachers, and community leaders. They then produced *The Graduation Program: Response Draft*, distributed in June 1990, which proposed new directions for the schooling of young people during their graduation years. The document invited respondents to discuss the ideas within it, make suggestions, and provide advice.

Response to that initial draft came from all quarters—from teachers, school staffs, parents, students, administrators, trustees, school district committees, colleges and universities, Provincial Specialist Associations, the business community, and others. The Ministry received 198 direct, written responses from individuals as well as from associations and groups. Information was also received on the thinking of about 100 individuals from colleges, universities, and the

business community, whose views were summarized in "A Colloquium on the Year 2000 and the Draft Graduation Program." At the same time, the Program Team engaged in many discussions and debates throughout the province with groups and individuals interested in clarifying ideas for the revision of the Graduation Program. Appendix B lists consultations, meetings, and presentations that took place during this time.

In addition to reviewing field responses, the Project Team and Steering Committee have met regularly to plan the revision of the Graduation Program. The Ministry has also been conducting further practical research related to both the Intermediate and Graduation Programs. The Graduation and Intermediate Program Developmental Site projects, for example, began in the summer of 1990. The first Graduation Program Developmental Site was established in the fall of 1991.

> *Being part of the Intermediate Developmental Site project made a tremendous difference to us educators. As teachers we were empowered because we were in control of our budget, our curriculum, our assessment and evaluation, and our release time for planning... The fact that the project was developmental in nature, gave us the freedom to try different strategies and evaluate the consequences with a feeling of security.*
>
> —Reports from Intermediate Developmental Sites, 1991

The Graduation Developmental Sites provide working models, at either the classroom or school level, of what the Graduation Program might look like in practice. To apply for a site grant, educators select an issue or concept appropriate at the graduation level and submit a proposal. Teachers use the grant money to arrange release time and obtain resources to assist them in investigating the issue they selected. Educa-

tors group themselves as they choose, pick the issue or issues they wish to address, choose their own starting point, and manage their activities. (Specific information about Developmental Sites is included in *Supplementary Guide 4: Organizing for Learning.*)

The Next Step

The present document, *The Graduation Program, Working Paper* represents the next step in the program development process. It incorporates input from those who reacted to the Response Draft, along with advice from the Graduation Program Steering Committee and from many others, both within the Ministry and from communities throughout the province. With a view to encouraging innovation and excellence in schooling in the province of British Columbia, *The Graduation Program, Working Paper*

- provides a rationale and structure for proposed changes in the final years of public schooling
- provides information about the learners who enter, participate in, and leave the Graduation Program
- presents the proposed requirements for graduation.

With the release of this document, the Ministry embarks upon additional stages in the consultative process. Consultative activities undertaken during the coming months will be varied in form, location, and organization. For example, the consultation may include participation by Team and Steering Committee members at activities such as: parent-teacher meetings, school staff meetings, Chamber of Commerce luncheons, conferences with First Nations elders, and discussions at college and university faculty meetings. Consideration will also be given to the use of interactive electronic media to reach interested groups in remote areas of the province.

This consultation is intended to provide extensive opportunities for discussion and review in preparation for the release and distribution of *The Graduation Program Response Draft* in October, 1992. This Response Draft will invite formal written responses, which will be analyzed and reported separately. As a final measure, these responses will be incorporated into *The Graduation Program, Foundations: Partnerships for Learners,* which will be released in the spring of 1993.

Acknowledgments

The Ministry of Education and Ministry Responsible for Multiculturalism and Human Rights acknowledges the work and professional advice of those who supported the development of *The Graduation Program, Working Paper.*

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Introduction

The Graduation Program consists of *The Graduation Program, Working Paper* and four Supplementary Guides. The Supplementary Guides, with details and examples, are intended to provide clarity and meaning to the Program document and to encourage discussion and response. The Program document itself includes five main sections:

- **Program Overview** summarizes the ideas central to the development of the Graduation Program and describes its key features.
- **Enabling Learners in the Graduation Program** describes the diversity of learners and outlines the practices necessary to provide a Program in which both excellence and equity can be achieved.
- **Learning in the Graduation Program** describes the Program's components and outlines proposed graduation requirements.
- **Supporting Learning in the Graduation Program** describes the changes to curriculum and assessment intended to support learners and learning in the Graduation Program.
- **Partnerships for Learners** describes the Program's response to a need for partnerships that can provide opportunities for learners' intellectual, human, social, and career development.

The draft Supplementary Guides show how people are exploring aspects of the Program, and they illustrate a number of ideas and possibilities so that people can begin to consider the implementation of the Program in their schools. The Supplementary Guides are also intended to facilitate networking and collaborative planning among educators and other partners in education. For schools that are already using these ideas, this information may add some perspectives for further development. The Supplementary Guides are each bound separately so they can be

easily used for discussion purposes and updated as further development of the Program proceeds.

- **Supplementary Guide 1: Advisement**
- **Supplementary Guide 2: Social Investigations**
- **Supplementary Guide 3: Personal and Career Studies and Essential Studies**
- **Supplementary Guide 4: Organizing for Learning**

The development of additional Supplementary Guides is under consideration. Further information on the Guides can be found in the Program Overview.

PROGRAM OVERVIEW

Learners entering the Graduation Program have the right of access to all that it offers.

Learners receive the support and advice necessary to achieve their personal goals.

The evolving roles of learners and teachers are enhanced through increased responsibility and autonomy.

The Graduation Program supports and encourages flexibility and the creativity of learners, teachers, and members of the community

Partnerships between the school, the home, and the community contribute to each learner's development.

The 1987-88 Royal Commission on Education envisioned an educational system that would be characterized by "greater differentiation, greater choice, greater diversity, and greater freedoms... for all individuals within the system than at present." The Mission Statement, the Goals of Education, the characteristics of the Educated Citizen, and the Learning Dimensions (knowledge, skills, and attitudes) together bring that vision closer to reality.

The Graduation Program supports the British Columbia school system by enabling young people to develop as individuals and as participants in a democratic society.

The Graduation Program constitutes the third component of a student's education in the school system. The Program builds on the experiences learners have had in the Primary and Intermediate Programs and, at the same time, focuses on their increased need to shape their plans for the future once they leave school.

Emphasizing both excellence and equity, the Graduation Program is designed to prepare all learners, as they are able, for the responsibilities of

- family
- citizenship
- further education
- employment.

The Graduation Program responds to the needs, interests, and abilities of all learners.

In the Program, an important part of learning for students is setting goals, acting on them, and revising them as necessary.

It also offers opportunities for students to specialize in specific areas of interest that may extend beyond the school.

The Program provides a conceptual model of a provincial program for districts and schools to shape and refine in response to the diversity and uniqueness of the learners and the needs in their community. In order to meet local needs, the way the Program is offered in schools will vary from community to community.

The Overview of the Graduation Program that follows presents the beliefs upon which the Program is based and describes the elements of the Program.

◆ All learners are valued equally

Upon leaving the Intermediate Program, all learners by right, have equal access to all that the Graduation Program offers. Some students are in search of a broad, general education, while others may aspire to a particular career. Others may want an educational program that balances the two. Still others may be unsure of the direction they want to take.

Students entering the Graduation Program have unique needs, interests, and backgrounds. They vary in terms of their abilities, origins, beliefs, values, and first languages. They represent a broad cultural diversity, as well as a diversity of needs and abilities.

The Graduation Program accommodates this diversity by enabling schools to offer a range of learning opportunities and adopt flexible forms of organization that provide opportunities for learners to design individual pathways suited to their needs and aspirations.

◆ Students assume increased responsibility for the direction of their learning

The Program is designed to encourage learners to see schooling as relevant and responsive to their needs and aspirations.

The design of the Graduation Program assists all those involved in it to develop an educational program for each learner that is balanced and relevant to that learner.

In the Program, all students have the right to
- make choices about the direction of their educational programs
- challenge courses
- revise their educational programs as they refine their personal and career goals.

With these rights comes a responsibility for them to make reasoned decisions.

Learners have increased responsibility in making decisions independently and collaboratively by
- designing a Personalized Learning Plan (PLP)
- negotiating curriculum and assessment
- conducting self-evaluation
- initiating independent studies
- challenging units and courses.

School personnel should provide wise counsel and intervene as appropriate by pointing out the consequences of particular options and urging students to make the best and most reasonable decisions. This requires that schools provide a nurturing environment so that students can feel confident making decisions, realizing that exploring alternatives and trial-and-error are part of the learning process.

◆ All learners are provided with opportunities to develop their intellectual, human, social, and career potential

How young people think, feel, and grow affects how they learn. Learners' needs are addressed through activities and teaching methods that support the development of their intellectual, human, social, and career potential.

In the Graduation Program, students have considerable choice in the selection of units and courses as they compose their programs.

Learning in the Graduation Program takes into account the nature and needs of the learner in relation to a society that is increasingly characterized by change. Graduation is an important transition in life, leading directly to career entry or to post-secondary study. Students' schooling should accordingly provide them with opportunities for a sound, general education and opportunities that will help them enter a career path appropriate to their aspirations and abilities. The Program balances the needs of individuals to achieve their own goals with society's expectation that graduation represent a meaningful level of educational qualification.

As part of its response to *A Legacy for Learners: Report of the Royal Commission on Education, 1988*, the Ministry identified three goals of education for the school system. Schools, supported by the family and community, accept primary responsibility for the goal of intellectual development. Responsibility for the goals of human and social development and career development is shared by the school, family, and community.

The Primary and Intermediate Programs are guided by these goals in responding to the needs of young children and early adolescents. The Graduation Program identifies those goals that are pertinent to those in their last years of public schooling:

- The Graduation Program goal of **intellectual development** specifically addresses the importance of knowing, reasoning, and understanding, as well as of being able to apply knowledge.
- The Graduation Program goal of **human and social development** refers to those qualities that are distinctive to being human and those abilities and attitudes related to living with others.
- The Graduation Program goal of **career development** supports learning activities related to the students' future endeavours.

Together, all the Program goals take into account those attributes that enable students to participate as citizens of Canada and the world.

The goals a learner sets should be personally challenging.

◆ The Program serves the needs of each individual learner

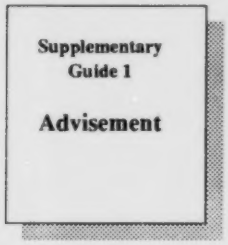
Students can personalize their educational programs in a variety of ways. They can take clusters of units (courses) or combine units in various ways to sample areas of learning in which they are interested. To develop their programs, students choose from a large number of studies consisting of provincial and district-approved courses and units, as well as opportunities for independent studies.

By choosing a particular set of studies, students design a pathway to graduation that is linked to their interests, abilities, and aspirations. To facilitate this selection, prior to starting the Program, students consult with their parents and school personnel to develop a Personalized Learning Plan (PLP). The Personalized Learning Plan outlines the learning they will engage in during their graduation years, including units they require for graduation and units selected to meet their personal interests. The learner is assisted by a variety of support services, including teacher-advisors.

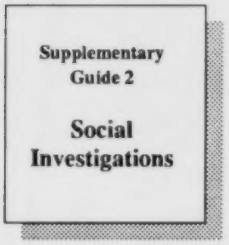
Most students can complete the Program in two years, though some may need more time and some may need less time. Students can vary the time required in several ways:

- They can complete work experience or independent studies over the summer, on weekends, or in the evenings.
- They can individually pace themselves through units of work.
- They can receive credit for career preparation and for Passport to Apprenticeship units completed apart from the regular school day.

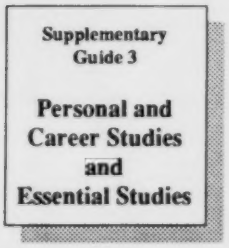
Advisement fosters a caring attitude toward each learner. It involves all concerned in making decisions to develop the best learning plan for each student.



Social Investigations involves students in linking their learning in all subject areas and applying it to relevant issues and concerns.



Personal and Career Studies assists students in achieving their personal and career aspirations.



In Essential Studies, teachers play a key role in facilitating learning that is personally challenging and relevant for all students.

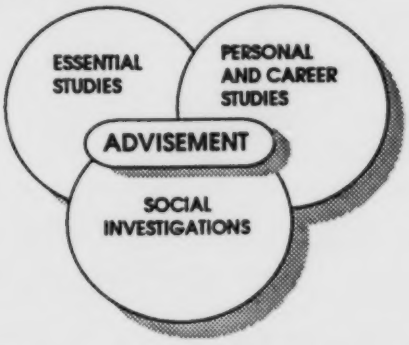
- They can take additional units to increase the breadth and depth of their studies.
- They can participate in independent directed units that build upon provincial units.

The Graduation Program consists of four interrelated components. Each component has a distinct purpose and each contributes uniquely to the students' learning:

- **Advisement** provides a support service and personal and career experiences for students as they plan and proceed through their educational programs. The advisement component focuses on having students
  - set personal and career goals
  - explore ideas about family life and the work world
  - plan for and participate in work experience
  - develop a personal plan of action for their school learning.

  Through the Advisement component of the Program, learners collaborate with others involved in their education to compose their educational program—their own personalized pathway to graduation.
- **Social Investigations** provide opportunities for all students to explore issues of concern to citizens of Canada and the world. To the extent they are able to, they
  - make use of the knowledge, skills, and attitudes of the social sciences
  - address themes and issues of importance and relevance
  - develop communication and collaborative skills
  - participate in the life of the community as active citizens.
- **Personal and Career Studies** offer opportunities for students to choose units and courses that relate to their interests and prepare them for the requirements of their post-graduation endeavours.
- **Essential Studies** provide curriculum for all learners to address society's expectations for schooling. From each of the four strands, students choose courses that are appropriate to their personal goals, their background experience, and their abilities. They gain

knowledge, skills, and attitudes that extend their understanding of natural systems, oral and written communication abilities, mathematical and scientific/technological literacy, and understanding of creative processes and products.



Components of the Graduation Program: this model describes the program provincially; it is anticipated that districts and schools may adapt it to local conditions and preferences.

◆ Curriculum and assessment planning activities and resources support both student and teacher decision making

The learning process includes

- what is planned
- what occurs
- the observation of what occurs
- the communication of judgments made about the learning.

Therefore, the connections between curriculum and assessment need to become more obvious and apparent in all documentation and resources. There is a need to provide a common reference point for both curriculum and assessment resources. This implies the need to make changes to the functions and formats of current curriculum and assessment resources. (Currently, provincial curriculum guides contain a large number of objectives, implying the need to "cover the curriculum" and creating an overload problem.) In addition, curriculum priorities need to be agreed upon and set out in broader terms so that they can be interpreted flexibly at the school level. At the same time, both students and teachers should find the curricula developed for the Graduation Program useful

Students should take a significant measure of responsibility for developing learning activities. Ownership and commitment are key ingredients for effective learning.

and readable (expectations of learners should be made explicit).

Existing curriculum will continue to be used in the Graduation Program and will be preserved during the normal process of curriculum revision in the coming years. In addition, new provincial curricula will be developed by groups of educators, other appropriate parties in education, and the Ministry of Education and Ministry Responsible for Multiculturalism and Human Rights.

Provincially mandated curriculum direction will be provided in the form of Curriculum Intentions, which can be interpreted and developed further by the teacher and learner. In effect, this change in the Ministry's curriculum development process gives students and teachers an increased decision-making latitude. It also increases their ability to interpret curriculum locally, allowing them to make learning experiences more relevant. (The proposed changes to curriculum are described further in the section on "Supporting Learning in the Graduation Program.")

All assessment and evaluation should be enabling and empowering for students. In the process, students should take more control over their education.

Assessment and evaluation should support student learning.

Assessment and evaluation in the Graduation Program should inform the learner about his or her achievements and strengths and thus allow the learner, teacher, and others to make decisions for further learning. At the same time, the results of evaluations inform others, such as parents, employers, and admissions officers about a student's accomplishments. The Program accordingly provides for assessments, performance standards, student credentialling, and reporting that

- are aligned with the Program Goals and Curriculum Intentions
- address the wide range of abilities, backgrounds, and interests of learners
- encourage learners to achieve at high performance levels

- enable students to demonstrate and receive full credit for improved learning any time prior to graduation
- avoid inappropriate comparisons among students.

Currently, the Ministry is reviewing the Provincial Examination Program and investigating the feasibility of particular modifications (the section on "Supporting Learning in the Graduation Program" outlines the proposed modifications to the provincial assessment and evaluation programs; see "Provincial Examinations" in the Appendix).

For the Graduation Program to be successful, commitment to educational change must be broadly based, with ongoing communications linking the school and the local community.

◆ The education of young people is a shared responsibility

Education refers to all the learning experiences the individual has during his or her life; it is a continuing and lifelong process. Schooling refers to the learning activities planned and conducted under the supervision of the school. The learning that occurs in school influences, and is influenced by, what is learned outside the school. Schools make an essential contribution to a person's education. The school is only one of the agencies involved in the education of youth, however. The home, the media, public institutions, religious organizations, and other community organizations also have significant influence.

The Graduation Program promotes the creation of partnerships between schools and parents, business, industry, unions, government, and community organizations. As the community becomes more involved with the school system, and as the school forges closer links with the community, each gains a greater appreciation for the role of the other in the growth of community life and in the continuous education of the community's young people.

"The Commission embraces this concept of lifelong learning and all it implies. More specifically, it is the Commission's view that British Columbians can no longer afford to consider education as something that begins and ends in formal institutions for learning. The complexities of modern life and the changing demands of careers in business, industry, and the professions make it imperative to educate ourselves broadly throughout our lives, by learning new skills and bodies of knowledge, to adapt to the world around us."

—p. 9

◆ An ultimate goal of schooling is to develop in learners attitudes appropriate to lifelong learning

When students leave the Graduation Program, they need to be prepared for life in a rapidly changing society. An implication of ongoing change is that people must be open to continuing their education throughout their lives. Schooling lays the groundwork by fostering the development of positive attitudes and relevant skills. Achieving the goal of lifelong learning is in part up to the individual and depends on support from the larger community.

ENABLING LEARNERS IN THE GRADUATION PROGRAM

Students contribute uniquely to the culture of the school; from this culture the dominant values of the school emerge.

Students are enabled to develop their individual potential and acquire the knowledge, skills, and attitudes required to contribute to a healthy society.

Schools provide programs that assist students in developing plans tailored to their needs and interests.

All learners are honoured and respected in the Graduation Program.

In the course of its work, the Royal Commission on Education, 1987-88, interviewed sixty-three young people and their parents from across the province. Those interviewed came from various ethnic groups and were characterized by different levels of advantage. The wide range of diversity found among the learners, said the Commissioners, points to "the enormous social and educational challenges faced daily by school teachers, school administrators, and others associated with schooling." The Commissioners found, however, that despite the diversity, all these young people have similar educational needs—to learn

- how to become economically self-sufficient
- how to participate in the lives of their community
- how to enjoy the world within which they live
- how to enjoy the benefits of Canadian society.

Young people entering the Graduation Program share a desire to be respected as individuals and to gain an education that helps them to achieve their personal goals. Those involved in providing a relevant education for all learners are challenged by the following tensions:

- the need to provide developmentally appropriate learning activities while preparing learners to attain specific outcomes that will qualify them for their post-secondary endeavours
- the need for learners to pursue personal interests while meeting certain societal expectations
- the need to provide for those seeking a sound general education as well as those seeking a practical (utilitarian) education
- the need for students to enjoy the present as well as to prepare for the future
- the need of learners to find personal meaning as well as to share understandings of others

- the need for learners to be evaluated in relation to their own ability while being prepared to compete successfully for placement in post-secondary institutions and in the workplace
- the need for learners to experience success as well as obtain respected graduation credentials (i.e., recognized as representing a high standard of achievement).

Becoming Educated Citizens

The goals of the Graduation Program promote the development in learners of qualities considered important in citizens of a diverse society. The Educated Citizen is described as

- thoughtful, able to learn and to think critically, and to communicate information from a broad knowledge base (in order to be able to solve problems efficiently and effectively)
- creative, flexible, self-motivated and possessing a positive self-image (in order to be able to make choices confidently and to take advantage of opportunities as they arise)
- capable of making independent decisions (in order to participate fully in society's democratic institutions)
- skilled and able to contribute to society generally, including the world of work (in order to help support society and the economy)
- productive, able to gain satisfaction through achievement and to strive for physical well-being (in order to make a contribution to the well-being of society while pursuing personal objectives)
- cooperative, principled, and respectful of others regardless of differences (in order to foster the aims of a healthy society)
- aware of the rights and prepared to exercise the responsibilities of an individual within the family, the community, Canada, and the world (in order to ensure the improvement of society and the economy).

The development of educated citizens requires the interaction of two fundamental factors in the educative process:

- students must be enabled to develop their individual potential
- students must acquire the knowledge, skills, and attitudes needed to contribute to a healthy society.

As students prepare for leaving school and prepare themselves for the work world, or for post-secondary study, they must be aware of the expectations and the opportunities they will encounter as adults. Through their schooling, learners should gain an increased awareness of themselves as contributing citizens of society and of their personal responsibility in the world. To heighten this awareness and to support them in planning for their futures, the Program provides and suggests the use of resources such as the Personalized Learning Plan.

Personalizing Learning

All students differ in the way they learn and in the amount of time they take to learn. They all bring to the learning situation different background experiences and understanding about themselves and the world. Students in the Program will require differing levels of support. The school system must respond to these varying needs.

The Personalized Learning Plan (PLP) describes the steps the student will be taking to further his or her learning in the Graduation Program and helps the student link his or her Intermediate experiences to post-graduation aspirations. The Personalized Learning Plan is a management tool intended to put students more in control of their learning. It involves taking a personal inventory of skills, abilities, successes, and career possibilities, as well as setting goals. In this way, students find out more about themselves and use the information as a basis for decision making.

The student designs the plan with guidance from parents, teachers, counsellors, and others. Through the choices they make, students pursue those learning activities that are relevant to their current interests and future ambitions. To develop their Personalized Learning Plans, students may consider

- future career/life ambitions
- their interests, strengths, and talents
- their past performances
- provincial requirements for graduation
- requirements of the workplace, college, university, or other post-secondary institutions
- accessibility of post-secondary learning institutions
- school program/course/unit offerings and teacher expertise
- availability of partners and mentors in the community
- work experience/career development opportunities.

The student creates an initial Personalized Learning Plan prior to entering the Graduation Program, then reviews and refines it as he or she proceeds through the Program. Students take responsibility for the refinement, but are supported by their parents and the advising or counselling services within the school. Schools decide the best way to organize the preparation and refinement of a student's Personalized Learning Plan. They might, for example, make this activity the responsibility of the teacher-advisor program (see *Supplementary Guide 1: Advisement* for additional information about Personalized Learning Plans).

Advisement

To provide time for the development of students' Personalized Learning Plans, the Graduation Program includes Advisement as one of its four basic components. An Advisement program is an organization within a school in which a group of students meet regularly with an adult who can address their day-to-day concerns, responding to personal issues and providing a link to the professional counselling services that are available when needed.

Advisement is one of the key components of the Graduation Program. It is through the process of knowing a student well and relating to him or her beyond the course of studies that educators can create a school climate characterized by caring and support.

Providing Opportunities for All Learners

Some learners will have specialized needs that must be met in order to ensure equity of educational opportunities. Such learners include

- those learning English as an additional language
- those who live in remote areas and take advantage of distance learning opportunities
- those with special needs such as intellectual disabilities, behavioural disorders, physical or health impairments, or learning disabilities
- those with exceptional talents or abilities.

Learners want the contributions of their cultures and languages acknowledged and respected. The cultural and linguistic diversity of First Nations learners and learners from other cultures provides the opportunity for additional perspectives to be presented in all areas of study. To provide a Program that is relevant and in which both excellence and equity can be achieved requires the system-wide adoption of practices that:

- serve the needs of adult learners
- provide education to those learners not on school sites
- meet the needs of learners for whom English is an additional language
- support Canada's bi-cultural policies
- respond to the requirements of First Nations learners
- promote gender equity
- promote positive multicultural and race relations
- serve young people with special needs.

Adult Learners

Adult learners in the Graduation Program are those over the age 19 who have not completed graduation requirements. More adults are returning to school full or part-time in order to further their education. Adults pursue their studies in a number of ways, including

- regular school enrolment, where they participate with younger learners
- participation in school district continuing education up-grading centres, often supported by some form of technology
- enrolment in distance education activities through regional correspondence schools and the Open Learning Agency.

All adults who wish to continue their education leading to completion of the requirements for graduation will be supported and will be provided with full access to the Graduation Program. The Graduation Program proposes moving to a single or common set of graduation requirements for all learners regardless of age. It is also considering ways of recognizing other educational and life experiences of adults through some form of challenge procedure. Specifically, the Graduation Program supports adults by

- entitling them to take part in all aspects of the Graduation Program as any other learner might
- having school boards decide upon programs for adults
- encouraging adults to enrol in schools offering the Graduation Program
- entitling all adults to common Graduation Program credentials
- providing access for adults to regional correspondence schools and the Open Learning Agency.
- providing the same scholarship opportunities available to any other student.

Distance Education

Some learners, for various reasons, are unable to physically attend school. Other learners are unable to take courses they need because the school does not offer those courses or because of scheduling conflicts. Students are provided with learning opportunities at all levels, from school entry to graduation.

Learners in these circumstances are provided with

- individualized learning packages congruent with the current curriculum and program directions
- the resources needed to support learning
- an instructor.

Nine provincial Correspondence Schools implement programs, deliver individualized learning packages, and provide instructional and administrative services.

In the future, it is anticipated that greater use of modern communication technologies will assist in the delivery of services to students. Such technologies include facsimile machines, satellites, videotapes, computer-managed learning, computer-assisted instruction, and electronic pathways for access to databases. Technology will be especially important for activities that involve groups of students. Vital communication connections for group activities can be provided using computer-based audiographic links, video-conferencing, telephone-conferencing, computer-based electronic mail, subject area forums, and periodic face-to-face student conferences. The Southern Interior Telecommunications Project, operating under the auspices of the Education Technology Centre of B.C., has provided some valuable insights as to how modern telecommunication technology can be used to augment learning experiences for students.

Learners for Whom English is an Additional Language

Learners come from many different cultural groups and have a wide variety of background experiences, abilities, and interests. They may be Canadian-born, or they may be immigrants or refugees.

The Graduation Program recognizes the rich and varied backgrounds and experiences of learners for whom English is an additional language, and those who have different dialects. The Program supports these learners by

- providing for the development, review, and refinement of a Personalized Learning Plan that reflects individual abilities and goals
- providing program flexibility so that learners can complete provincial or district-approved English units for credit toward graduation in the Personal and Careers Studies component
- providing challenge opportunities to acknowledge and credential, as appropriate, first language proficiency
- providing for the development of partnerships with the local community and a consequent access to relevant resources
- emphasizing criterion-referenced rather than norm-referenced assessment practices so that judgments made about learners accurately reflect their abilities and allow them to proceed at their own rate.

These learners may also require social, emotional, and/or psychological support, as well as educational (academic) support. They need opportunities to gain academic and functional language skills to adjust effectively to a new culture and to Canadian society. The Graduation Program honours and respects such learners and supports their successful integration in schools through a process of consultation and collaboration.

First Nations Learners

First Nations learners contribute a rich history, tradition, and language to educational experiences of all learners in the Graduation Program. This cultural contribution creates unique historical, contemporary, and future contexts for all learning. One result of these contexts is that First Nations learners wish to be successful in their own community as well as within the broader society. In some cases, this success in two worlds requires revitalization or reinforcement of cultural and linguistic heritages. First Nations perspectives also benefit all learners in terms of contributing to a better understanding of Canadian historical, environmental, and social issues such as those related to land use and the Constitution.

Partnerships with the leadership of First Nations communities and the broader educational community are essential in creating relevant programs and services for all learners, including First Nations learners. These relationships, based upon mutual respect, must address cultural sensitivities in all aspects of the Graduation Program to result in understanding First Nations cultures for the benefit of all learners. Such partnerships assist the Graduation Program to support First Nations learners by honouring and building upon the rich cultural and linguistic heritage each brings to the educational experience.

The Graduation Program provides opportunities for all learners, including First Nations learners, to develop individual potential and to acquire the knowledge, skills, and attitudes to be successful in both the First Nations community and the broader society and economy by

- providing for the development of Personalized Learning Plans in order to clearly define personal and career goals
- providing support services including community resources and agencies and school-based Advisement programs
- using the educational and cultural expertise of First Nations leaders, elders, community members, and parents in the development of First Nations Studies
- integrating, as appropriate, the provincial First Nations Studies Primary to Graduation Curriculum/ Assessment Framework into other units, courses, or strands and addressing, as appropriate, First Nations issues in Social Investigations
- providing First Nations Studies as a province-approved credit elective for all learners
- increasing the scope for credentialling and relying upon partnerships between First Nations leaders, educators, and local communities to develop educationally and culturally appropriate local programs
- accrediting up to eight provincially authorized language credits based upon programs developed jointly by First Nations leaders in language and culture, local school districts, and the Ministry
- recognizing, by means of an award system, excellence in accredited language programs using linguistic expertise of First Nations people.

As a result of experiences in the Graduation Program, First Nations learners will be better prepared to pursue personal goals as lifelong learners and to retain and strengthen their cultural and linguistic heritage. Benefits for all learners will result from attention given to First Nations credits and from the cooperative and collaborative efforts of individuals and groups concerned with First Nations education.

French Immersion

French Immersion learners are those students who, by the time they reach the Graduation Program, are functionally bilingual as a result of their previous participation in classes where French is the language of instruction. They have acquired the ability to understand, speak, read, and write in both French and English. Like First Nations learners, learners in the Programme Cadre de Français, and heritage language learners, French immersion learners bring a fresh perspective—an open attitude toward other languages and cultures and an understanding of Canadian history and contemporary issues from more than one point of view.

The Graduation Program recognizes the value of bilingualism within the context of Canada's traditional bilingual status. It also recognizes the value of all forms of bilingualism and multilingualism, as an enrichment for the learner academically and personally and as a source of benefit to the nation and the world. The Canadian Parents for French and the Association des Parents du Programme Cadre de Français of British Columbia hold programming goals for French immersion and for the Programme Cadre de Français that are in harmony with those of learner-focused education. They seek to

- promote programming that pursues the ultimate aim and purpose of education in a Canadian context
- offer students an opportunity to learn Canada's two official languages
- promote an awareness of the cultural values and lifestyles of others
- meet the needs of all students in terms of their learning abilities.

To support French Immersion learners, the Graduation Program

- recognizes the need to provide options for immersion students to pursue their studies in the French language
- recognizes the career advantages of bilingualism and seeks to enhance these through its career development program; this program may involve work experience placements, studies of career options, or development of career-focused skills such as bilingual computer literacy
- encourages exchanges between groups and individuals of French-speaking and English-speaking communities within Canada and without; these exchanges enhance goodwill and develop an informed appreciation of Canadian diversity.

Gender Equity

Changes in roles and in societal expectations for men and women are significant to learners who are shaping a sense of identity and working to fulfill career aspirations. Currently, stereotypical perceptions and gender-biased attitudes prevalent in society may limit students' perceptions of individual potential. Young women, for example, may learn to think of science or mathematics as not feminine, while young men may learn to think of dance, creative writing, or home economics as not masculine. In the Graduation Program, gender equity is concerned with helping people think about these assumptions in relation to their lives. The Graduation Program is intended to help all young people develop confidence in their abilities.

Young people who are making decisions that shape their futures should have the opportunity to learn from resources that incorporate the experiences of both females and males. Broadening the scope for learners also requires that all students explore a range of career possibilities and options. In this way, students may begin to see that societal expectations for women and men are capable of changing and that their participation in those changes is an ongoing subject for reflection.

Experiences that lead to the development of positive self-esteem enable young people to make choices from within—from ability and desire—rather than from external pressures or stereotypes. As well, opportunities and learning experiences that enhance students' awareness of issues such as stereotyping, violence against women, or the roles of women and men in the world of work and within the family reinforce the principle of gender equity.

Learning experiences should continue to enable students to

- recognize gender bias
- form attitudes that are free from such bias
- develop skills for dealing with bias.

The goals of the Program address all aspects of human growth to help both female and male learners develop qualities leading to active participation and cooperative, caring relationships. Learning experiences that help students to think critically, respect and care for their bodies, act with awareness of human rights, explore traditional and non-traditional career options, and develop self-esteem, make meaningful contributions to the promotion of gender equity.

Multicultural and Race Relations

Students need to feel that they are respected and their languages are valued. The valuing of cultural, linguistic, and racial diversity contributes to a positive self-concept. Pride in their heritage allows learners to feel confident and to more easily learn to respect cultural diversity. Multicultural and race relations education acknowledges the dignity and worth of all learners in the Graduation Program. Multicultural and race relations education is a broad term, which may refer to a philosophy integrated within the education system or to a set of structured learning activities and curricula.

The Graduation Program is greatly enriched by the cultural and linguistic diversity of the learners within it. When teachers capitalize on these varied experiences, they promote cross-cultural understanding and provide the opportunity for young people to consider multiple perspectives and to appreciate cultural similarities and differences.

Respect for individuals is demonstrated when all students are empowered to fully participate in all school activities. Outreach programs are necessary to encourage students from racial and cultural minorities to participate in sports, clubs, and other activities.

Teachers need to consider the communication styles of different cultures in order to determine responses that are compatible with the cultural perspective of the learner. For example, the meanings of eye contact, smiling, personal space, touching or hugging, and appropriate response time to a question vary according to cultures.

Liaison with the home and community is an important aspect of multicultural and race relations education. Parental involvement and communication with the home is vital to the success of all learners. In the case of minority parents, special efforts are necessary to ensure participation.

The Graduation Program provides for the integration of multicultural and race relations education into all curriculum and work experience areas by

- ensuring all learners have equal access to school-based activities
- providing curriculum that can accommodate the experiences of all learners
- identifying similarities among cultural groups and respecting and accepting cultural diversity
- promoting cross-cultural communication skills and understanding
- creating a positive attitude to all learners' languages by acknowledging and respecting the maintenance of first languages
- credentialling of languages in addition to English and French
- ensuring that learning resources and objective evaluation instruments are free from cultural and racial bias
- explicitly addressing and providing intervention strategies to eliminate stereotyping, prejudice, discrimination, and racism.

Multicultural and race relations education seeks to provide equal opportunity for all learners to succeed. It is the responsibility of both students and educators to take action in order to redress violations of human rights. In order to eliminate discrimination and racism, learners must be empowered to take appropriate action to intervene in cases of racial and cultural harassment.

Training in assertiveness skills needs to be provided along with opportunities to role-play situations to determine possible solutions.

Special Needs Learners

Students with special needs includes those identified as requiring individualized programming, curriculum adjustments, and/or additional support services in order to reach their individual potentials. They may be students who

- are gifted
- have intellectual or physical disabilities
- have behavioural problems
- have chronic illnesses
- have speech and language disorders
- have severe learning disabilities.

These young people may require adjustments in instructional strategies, environmental conditions, or materials used. These adjustments are documented in an Individualized Educational Plan (IEP). Developing an IEP often involves classroom teachers, parents, learning assistance teachers, counsellors, child care workers, speech and language pathologists, and others. Although schools may use additional support staff in providing direct instructional or non-instructional support services, the administrative officers and classroom teachers have the main responsibility for implementing the IEP. The IEP forms part of the student's Personalized Learning Plan.

The Graduation Program provides for the integration in classrooms of students with special needs. Curriculum adjustments should be made for these learners and additional support services provided in the context of the heterogeneous classroom.

The goals of the Graduation Program are applicable to all students. It is possible for all students to experience success and a sense of achievement through appropriately designed educational programs. The reporting of achievements is based on the specific learning outcomes outlined for each learner in their Personalized Learning Plan, reflecting the general requirements for graduation. For a small number of these learners, there may be a need to adjust curriculum, but such change should be undertaken only after a thorough review of the educational ramifications involved and only after prior consultation with the parents or guardians and the students themselves.

LEARNING IN THE GRADUATION PROGRAM

Students set personal and career goals.

Students explore themes and issues of relevance to citizens of Canada and the world.

Students choose units and courses linked directly to their post-graduation plans.

Students select units and courses from each of the four strand areas.

Students select from provincial and district units to design their individual pathways to graduation.

In *A Legacy for Learners: The Report of the Royal Commission on Education, 1988*, the Commissioner, Barry Sullivan, describes the function of schools. He points out that the school's first purpose is the cultivation of the mind. At the same time, he notes that, "the cultivation of the intellect is also seen by society to have considerable social and economic value for the individual," so that a second purpose, then, is preparing students for the world of work. The third educational purpose of schools concerns moral development and preparation for civic life. From the Commission's perspective, these constitute particularly important educational ends. The fourth educational purpose is development of the individual. Schools encourage young people to develop a sense of their own self-worth, to find personal challenge in the world around them, to find satisfaction in their own achievements, and to understand their own individuality. These same four goals were likewise identified as major aims of education in the *Let's Talk About Schools* study that surveyed public and professional opinion about schooling.

The Commission recommended "that secondary school graduation requirements be re-examined with a view to expanding student choice in course selection leading toward graduation." The Commission suggested that:

- schools should be able to provide programs appropriate to their communities and be empowered to adapt existing programs in practical ways for the benefit of all students
- schools should provide a core program designed to respond to the needs of all future citizens in a changing society, not merely to the minority of university-bound students
- students should be able to choose from a variety of electives based on both the entrance requirements of post-secondary institutions and the requirements of a core program

- provincial examinations be retained, reformed, and expanded
- the greatest attention should be paid to programs in the skilled trades as well as courses for students who wish to pursue careers in service industries or in human resources, and the work experience component of such programs should be extended and intensified
- programs stress the connection between school and the world of work to address the question: "How can the school system contribute to lifelong learning most effectively?"
- schools adopt some kind of mentoring system such as a teacher-advisor system.

Goals of Education

The goals of education state that schools, supported by the family and community, accept primary responsibility for the intellectual development of learners. Responsibility for the goals of human and social development and career development is shared by the school, family, and community:

- **Intellectual Development** — to develop the ability of students to analyze critically, reason and think independently, and acquire basic learning skills and bodies of knowledge; to develop in students a lifelong appreciation of learning, a curiosity about the world around them and a capacity for creative thought and expression.
- **Human and Social Development** — to develop in students a sense of self-worth and personal initiative; to develop an appreciation of the fine arts and an understanding of cultural heritage; to develop an understanding of the importance of physical health and well-being; to develop a sense of social responsibility, and a tolerance and respect for the ideas and beliefs of others.
- **Career Development** — to prepare students to attain their career and occupational objectives; to assist in the development of effective work habits and the flexibility to deal with change in the workplace.

Goals of the Graduation Program

The goals of the Graduation Program focus simultaneously on the needs and interests of the learners participating in the Program and on the expectations of society.

Intellectual Development

In the Graduation Program, learners are provided with opportunities, as they are able, to continue to:

- acquire general knowledge, including information and concepts in literature, mathematics, natural and social sciences, technologies and their applications, the Fine Arts, and the Practical Arts
- identify and use a variety of methods of enquiry
- acquire skills and processes associated with literacy and numeracy
- access, evaluate, organize, apply, and communicate information
- develop a repertoire of learning strategies
- think critically, creatively, and reflectively
- develop the knowledge and skills associated with being an active, contributing citizen committed to lifelong learning in a democratic society.

Human and Social Development

Sharing responsibility with the family and community, the Graduation Program provides learners with opportunities to continue to:

- develop a sense of self-worth
- develop self-confidence and demonstrate initiative

- understand society's expectations for ethical and moral behaviour
- accept responsibility for decisions and actions
- strive for physical, emotional, and mental well-being
- develop a sense of personal and social responsibility
- strive for excellence of performance
- develop collaborative and cooperative skills
- respect and care for the environment
- develop a positive attitude toward learning, including a desire for further learning
- develop an understanding concerning their relationship with the world and the role of family in society
- be empowered to act in the capacity of an informed citizen and able to cope with change
- respect the worth and dignity of all people
- develop tolerance and respect for the ideas and beliefs of others
- resolve conflict constructively
- develop an appreciation for the cultural heritage and values of Canadian society and the world.

Career Development

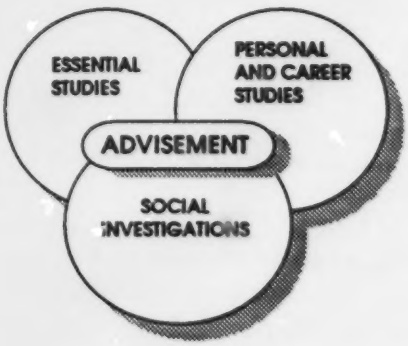
Sharing responsibility with the family and community, the Graduation Program provides learners with opportunities to:

- develop understanding about their potential in order to plan their career and occupational objectives
- develop effective work habits, a regard for the dignity of work, and the flexibility to deal with change and challenge in the workplace
- develop self-reliance, self-direction, vision, and confidence necessary for lifelong learning and career fulfilment
- understand the rights and responsibilities of employers and employees
- take pride in their own abilities and accomplishments.

The Program Components

How learners view their school experience is of considerable importance to the young persons' immediate success and to how they value lifelong learning. Rather than students seeing their schooling as a collection of fragments, they should see it as a whole. This sense of wholeness would be reinforced by students developing a Personalized Learning Plan (PLP) in which all of the Program's components are brought together.

The Program model presented here provides a starting point for educators to use when creating a model for their school or district that addresses the recommendations of *A Legacy for Learners: The Report of the Royal Commission on Education, 1988* and is consistent with their goals and local conditions. Educators are asked to consider the flexibility and organizational potential of the model by exploring a variety of interpretations and applications of these components at the school and district levels.



Components of the Graduation Program: this model describes the program provincially; it is anticipated that districts and schools may adapt it to local conditions and preferences.

The model is based on the suggestions of the Sullivan Commission and offers flexibility to those responsible for planning educational programs for students: teachers, parents, and the learners themselves.

Learners must "see the big picture" of their own education. They want to know what school will do for them. Individual learners, however, have different backgrounds, interests, abilities, and aspirations. To accommodate these differences, the Graduation Program provides an opportunity for individuals to create their own pathways to graduation.

The School is the centre of educational change. The Program is designed to support increased decision making at the district and school levels. Schools and districts may see some potential for the use of the model when they implement the Program locally to make it consistent with their philosophy.

Advisement

Through knowing individual students well and relating to them beyond the course of studies, educators can create a school climate characterized by caring and support. Advisement has the potential to motivate all students to understand better and act on their abilities, potential, and talents. Advisement plays a key role in focusing on the learners' needs while, at the same time, helping them discover how best to realize their aspirations.

Advisement supports:

- an environment where the dignity of the individual is respected. It reinforces that students are responsible for themselves and need to make decisions in support of their personal aspirations
- services for learners such as: coordinating and monitoring the development of their Personalized Learning Plan (PLP); communicating between the home and the school; guiding each learner's career education and work experience activities; facilitating personal, course, and career counselling
- learning experiences and activities to promote the development of personal management and life skills
- planning for work experience (the work experience itself is part of this component).

In Advisement, the teacher-advisor provides a learning environment characterized by caring and support. Students apply classroom concepts by participating actively in planning their own pathways to graduation and by experiencing placements in business, industry, and/or in community service.

In Advisement, students:

- take 4 units of learning experiences, including 1 unit of work experience, and receive 4 credits
- work under the guidance of a teacher-advisor
- develop and refine their Personalized Learning Plans
- explore career options

- have experiences in the community through participation in the workplace and/or in community service.

Students:

- identify and clarify their personal and career plans
- increase their self-awareness through taking a personal inventory of their interests, strengths, abilities, and aptitudes
- develop a personal relationship with an adult who acts as an advisor, mentor, and friend
- gain self-confidence as they plan and experience work in the workplace and/or in community service
- develop job-seeking skills and learn about the responsibilities of employers and employees.

In the Graduation Program, work experience is an educational activity not regularly available in the classroom setting. Students have opportunities to explore future life and work roles, as described in *Supplementary Guide 1: Advisement*.

Advisement draws from the *Learning for Living Primary-Graduation Curriculum Guide, 1990*, career education, and other areas. Although suggested Curriculum Intentions are outlined in *Supplementary Guide 1: Advisement*, the actual intentions will be designed by teachers and other partners in education.

Social Investigations

Social Investigations is viewed as part of the common thread that links the Primary, Intermediate, and Graduation experiences. The Primary and Intermediate Programs support integrative learning. In Social Investigations, as part of the Graduation Program, students will continue to engage in activities that promote meaningful connections between student learning in schools and their understanding of the world. It provides

students with opportunities to develop their individual potential as they address current concerns while, at the same time, preparing them for the challenges they will meet after leaving school. Therefore, Social Investigations provides a logical transition both from the Intermediate to the Graduation Program and out of the Graduation Program to future endeavours.

Social Investigations links directly with the concept of the Educated Citizen and focuses upon the skills and processes of citizenship; it recognizes that these skills and processes often require a backdrop of content knowledge from the various disciplines of the social sciences and from the other strands.

In Social Investigations, the role of the teacher is viewed as one of a facilitator, coordinator, and coach. Students are self-directed learners who assume, as they are able, a high degree of responsibility for their learning.

In Social Investigations, students:

- take 8 units of learning experiences and receive 8 credits
- have opportunities to gain the knowledge, skills, and attitudes to deal with issues, themes, and problems of relevance, interest, and importance to them in their emerging roles as citizens of Canada and the world
- negotiate curriculum and assessment activities with their teachers
- draw from their other subjects and disciplines and personal experiences
- develop a knowledge base from the disciplines of the social sciences and disciplines associated with the other strands.

Learners:

- increase their understanding of their roles as active, participating citizens
- examine, reflect, and act on current issues of significance to all Canadians

- develop collaborative and cooperative problem-solving skills
- integrate and apply their knowledge between subjects and consider the evolving cultural, social, political, and economic status of our geographically diverse nation
- develop the skills supportive of self-reliance and self-direction.

Individual schools may decide to offer Social Investigations units in one cluster of 8 units or they may decide to offer Social Investigations in more than one cluster, each with a varying number of units. The learner is awarded 1 credit following the successful completion of each unit to a maximum of 8 units.

Social Investigations cannot be challenged and must be successfully completed by all learners as part of their graduation requirements.

Social Investigations is in the early stages of development. *Supplementary Guide 2: Social Investigations* provides preliminary directions and a platform of ideas for consultation and further development.

Personal and Career Studies

Personal and Career Studies contributes to the attainment of the goals of the Program by providing opportunities for learners to select units and courses that respond to their curiosity about the world and prepare them to attain their career and occupational objectives.

This component of the Graduation Program consists of at least 24 units of study, determined by the interests and aspirations of the particular learner and identified in the Personalized Learning Plan.

The Personal and Career Studies component of the Program provides a means for each learner to qualify for further learning in the post-graduation endeavours of his or her choice. At the same time, students can select units and courses that appeal to their general interests or that give them the opportunity to explore a variety of topics.

In Personal and Career Studies, students

- select a minimum of 24 province-approved and district-approved units and receive a minimum of 24 credits
- select courses and units that link directly to their personal and career goals as outlined in their PLP
- may get credit for community-based programs or alternate programs
- can get advanced credit and standing through participation in programs such as Career Preparation and Advance Placement.

Some courses will have provincial examinations.

Learners:

- can make their school experience more relevant by exploring a range of career, personal, and community activities
- have the opportunity to direct their learning by designing independent-directed units
- increase their knowledge base and acquire the skills and processes associated with the disciplines they focus upon.

Students have considerable freedom as they choose units and courses consistent with their Personalized Learning Plans. They are required to take units and courses equivalent to at least 24 credits. However, they may choose to take any number of district-approved units or courses.

Individual units and clusters of units of various sizes may be included. As well, off-site learning activities may be included, although such activities are not restricted to Personal and Career Studies.

Supplementary Guide 3: Personal and Career Studies and Essential Studies includes an overview of the array of units, courses, and programs from which students might choose to develop their educational programs.

Essential Studies

Essential Studies contributes to the realization of the goals of the Program by providing opportunities for learners to acquire learning skills and bodies of knowledge in each strand. Essential Studies provides the means by which the Graduation Program ensures that learners have the knowledge, skills, and attitudes expected of a secondary school graduate in our society.

Learners will exercise flexibility of choice in Essential Studies as they compose their Personalized Learning Plans. The learner's educational and career goals will influence the units of study chosen. For example, a learner planning to enter a trade may select studies in mathematics quite different from other learners intending to enter employment in the retail industry or to pursue further study in sciences at a college or university.

In Essential Studies, students

- select province-approved units or courses from each strand area; students successfully complete 20 units as described below and receive 20 credits:

- Language Arts/English or Language Arts/ French, Literature, and Writing (8 credits); a provincial examination in this area must be satisfactorily completed in order to graduate
- Mathematics and/or Accounting (4 credits)
- Science and/or Technology Education and/or Computer Studies (4 credits)
- Fine Arts (2 credits)
- Practical Arts (2 credits).

Learners:

- acquire general knowledge and skills in language, literature, mathematics, sciences, Fine Arts, and Practical Arts
- acquire the knowledge, skills, and attitudes associated with numeracy and literacy
- exercise choice in the selection of units and courses in order to compose and complete their PLPs
- obtain prerequisites for entry into post-secondary institutions, or business, or industry.

Students are encouraged to take clusters of units that form coherent patterns of study consistent with the goals outlined in their Personalized Learning Plans.

Although Essential Studies is described in terms of subjects or strands, units may be integrated and the credits may be assigned through interdisciplinary studies at the discretion of the school.

Graduation Requirements

At the graduation level, students' attention turns more to their future, and they must consider what is expected of them in order to graduate. At the same time, parents, post-secondary institutions, and prospective employers anticipate that those graduating from the school system will have

- critical thinking and problem-solving abilities
- personal and social responsibility
- career and life management skills, including career experience and preparation
- knowledge of societal, governmental, and natural systems
- knowledge of creative processes and products
- a full range of communication skills
- mathematical and scientific/technical literacy.

The following ideas underpin the requirements described in the Graduation Program:

- Graduation requirements are distinct from post-secondary entrance requirements.
- Individual and societal needs are mutually compatible—both must be reflected in graduation requirements.
- Learners' individual goals are best supported by maximizing learner choice within the Graduation Program.
- Learners' educational programs are unique and their pathways to graduation are personalized by the choices made.
- Increasing local autonomy and decision making enhances the learner's ability to make his or her graduation program personally relevant.
- Specific details of school and program organization to meet graduation requirements is a local responsibility and may be addressed using a variety of configurations.

The proposed changes in graduation requirements are intended to provide more flexibility for learners. The changes include:

- increasing the number of district-approved units and courses that may contribute to graduation
- providing a process to grant equivalent status to units, courses, and programs not currently recognized

- providing provincial credits for all work experience
- providing opportunities for students to challenge courses and units
- providing support and credit for independent-directed units.

Summary of Graduation Requirements	
To graduate, students must sucessfully complete 56 units to obtain 56 credits, including:	
4 credits of Advisement	This is composed of 3 credits for the PLP and related studies in career and personal planning and 1 credit for work experience.
8 credits of Social Investigations	Currently, the framework for this course is in early draft form and described in *Supplementary Guide 2: Social Investigations*. Students cannot challenge these units.
24 or more credits of Personal and Career Studies	Students choose from province-approved or district-approved units and courses.
20 credits of Essential Studies	Students select from provincial approved units and courses, from each of the four strands: ■ 8 credits of Language Arts English or Language Arts French, based upon Curriculum Intentions of the *Language Arts English Curriculum/Assessment Framework* (in press), Literature, or Writing. The successful completion of one provincial examination in this area is a requirement. ■ 4 credits of Mathematics and/or Accounting. ■ 4 credits of Technology Education and/or Science and/or Computer Studies. ■ 2 credits of Fine Arts (Music, Drama, Art, Dance, or Theatre). ■ 2 credits of Practical Arts (Physical Education, Home Economics, Business Education, or Technology Education).

Students may complete additional units in any of the above. These units would be credentialled in Personal and Career Studies.

Upon completion of the objectives of their PLP, learners receive a provincial "School Leaving Certificate" and a provincial "Transcript of Grades," which lists the units and courses completed and states whether or not the requirements for graduation have been met. "Transcripts of Grades" will be issued by the Ministry, while schools will issue the "School Leaving Certificate."

SUPPORTING LEARNING IN THE GRADUATION PROGRAM

Curriculum and assessment are designed to support learners and learning.

Assessment and reporting should help learners make informed choices.

Teachers and learners assume more decision making responsibility for the nature of curriculum and assessment.

Both the school and the community partnerships increasingly shape curriculum and assessment.

In *A Legacy for Learners: The Report of the Royal Commission on Education*, the Commission raised the question: "What knowledge and which skills are needed for the information and microtechnology age, in a world characterized by change?" The answer to this question, states the Commission, must come from society at large, including all partners in education. Specifically, the Commission states that to increase the effectiveness of schools it is necessary to increase the responsiveness of schools to the community and encourage greater community involvement with schools. In this regard, the Commission defines the role of the school as assisting "students in acquiring essential knowledge, developing skills, and gaining critical awareness of the values, traditions, and beliefs that shape them and the society in which they live."

These views raise two questions. Who decides what knowledge and which skills are needed? How can we ensure that learners achieve this knowledge and these skills?

The Commission suggests that the answers to such questions are a shared responsibility. *A Mandate for the School System* outlined the roles and responsibilities that follow from the Mission of the school system:

- "**Students** are responsible for making the most of their educational opportunities, for respecting the rights of others, and for cooperating with fellow students in the achievement of their personal goals.
- **Parents** are responsible for providing a healthy and supportive environment that is necessary for their children to learn, for helping to shape the school system's goals, for supporting those goals, and for sharing in the task of educating their children. The community is responsible for supporting the school

"Provincial initiatives, we observe, tend toward uniformity and standardization. These characteristics are essential in areas to do with the overall welfare of the state and with the provision of equal services. However, uniformity and standardization are not desirable if we wish a system to be sensitive to local interests, to accommodate needs for individualized services, or to give individuals greater choice and responsibility. To such ends, governance and administrative authority should be delegated from provincial to local levels, where further delegation may occur to individual schools."

—p. 192

"Parents generally believe– a belief to which this Commission subscribes—that parent-teacher cooperation, and mutual understanding between a child's home and school, will result in a superior learning environment for that child."

—pp. 187-188

and family and for providing children with a healthy and supportive community environment.

- **Schools** are responsible for involving students in provincial and locally developed education programs in accordance with provincial and district policy. At the school level, teachers and administrators are responsible for organizing educational programs that meet the needs of each student, for assessing and evaluating student learning, and for communicating with parents about student progress.
- **School boards** are responsible for determining local education policy and developing local curriculum programs in accordance with provincial policies and guidelines, as well as implementing provincial programs and policies in a fiscally responsible and cost-effective manner.
- **The Ministry** is responsible for setting overall policies, directions, and standards for the British Columbia public school system, and for ensuring that the system provides students with opportunities for a quality education in a cost-effective manner."

The following section focuses on the responsibility of the Ministry in ensuring that

- provincial curriculum and assessment support student and teacher decision making
- curriculum, assessment, and evaluation support student learning.

Curriculum, Assessment, Evaluation, and Reporting

A fundamental shift is occurring in British Columbia with respect to curriculum development and with respect to assessment, evaluation, and reporting. The intention of the Ministry is to decentralize curriculum decision making by giving greater authority in this area to those at the district and school levels. Likewise, the intention of the Ministry is to transfer more of the decision making with respect to assessment, evaluation, and reporting to those at the district and school levels. This direction has an impact on the nature of the Graduation Program, and it will affect the roles played by teachers, students, the Ministry, and other stakeholders.

As part of the decentralization of curriculum decision making, the Ministry is developing Curriculum/Assessment Frameworks and support material to give guidance with respect to curriculum. The provision of the Frameworks is consistent with the Province's role in setting policy, direction, and standards for the education system. The proposed Curriculum/Assessment Frameworks define in broad, global terms, using a relatively small number of Curriculum Intention statements, the curricular expectations for each curriculum area at all levels, Primary to Graduation. The Frameworks also show how these Curriculum Intentions are linked to the Learning Dimensions. Each subject is thus described in a consistent manner to permit different subject areas to be more easily related to one another. The Frameworks are intended to serve as the basis for the development of other instructional support materials that are learner focused. Examples of draft Curriculum/Assessment Frameworks are included in *Supplementary Guide 3: Career and Personal Studies and Essential Studies*. In addition, the Ministry will provide more detailed, specific curriculum support materials

(as it currently does) to help teachers interpret the Intentions outlined in the Frameworks. Unlike the current curriculum guides, however, these more detailed curriculum support materials may not be "mandated."

With respect to assessment, evaluation, and reporting, the Ministry is placing more emphasis on school-based assessment. The work of developing materials to support school-based assessment, already begun, will continue. Much work is currently being devoted to the development of resources (e.g., Reference Sets) that will help teachers establish and/or maintain appropriate standards for assessment and evaluation.

Principles of Curriculum and Assessment in the Graduation Program

In the Graduation Program, as in the Primary and Intermediate Programs, curriculum and assessment are linked. Curriculum and assessment are also based on two important principles set forth in *Year 2000: A Framework for Learning*:

- Curriculum and assessment should be learner focused.
- Assessment and reporting should help students make informed choices.

The following statements are a translation of these principles to the Graduation Program:

Curriculum and assessment are developmentally appropriate.

- The curriculum stresses
  - the development of communication skills
  - critical, creative, and independent thinking

- problem solving and decision making
- the development of skills and attitudes for lifelong learning.

- The curriculum provides for variety of learning activities ranging from the simple and concrete to the highly complex and/or abstract. Assessment practices should relate to and support these activities.
- The curriculum enables learners throughout the province to experience activities that relate to and accommodate their interests, abilities, background knowledge, and post-secondary aspirations.
- The curriculum accommodates a range of approaches to learning and enables students to represent their learning in a variety of ways.

Curriculum and assessment facilitate continuous learning.

- In the Graduation Program, the intended curriculum needs to be accessible to students as well as teachers so that together they may design challenging activities and experiences that attend to individual learners' interests and aspirations, as well as to their strengths and to areas in need of improvement.
- The basic building block of instruction and credentialling is the unit. Units are not distinguished by level but may, as appropriate, be sequenced. They may be linked together as courses, which may vary in size and scope. The unit structure allows for more frequent credentialling of students and for more flexible scheduling of learning activities within the school.
- The Graduation Program gives students choices to develop their educational program based on their personal experiences, abilities, background knowledge, interests, and post-secondary aspirations. By choosing a set of units and courses, students design a particular pathway to graduation that is linked to their current interests and aspirations.

YEAR 2000: A FRAMEWORK FOR LEARNING

"In the Graduation Program, the continuous learning approach has a somewhat different meaning than it does in the Primary and Intermediate Programs. Because students in this Program receive credit for work successfully completed, and certain specific units must be completed in order to graduate, a student will need to continue working on any portions of the required work that haven't been successfully completed. However, students will not be expected to repeat a whole unit of work or set of units because some portion of a unit has not been completed"

—p.17

Curriculum and assessment meet individual learning needs.

- The Provincial Curriculum Intentions express expectations that enhance the range of instructional designs a teacher may use to develop, with students, activities that recognize individual learning interests, styles, and rates of learning.
- Because each learner has his or her own interests, abilities, background knowledge, and aspirations, students design their own pathways to graduation.
- Instructional design must provide appropriate challenges for all learners to enable them to meet and exceed their own and others' expectations for their learning. Students will more easily achieve high standards when they understand the requirements necessary to meet these standards.
- The Graduation Program enables learners to construct personal meaning, to use self-assessment, and to develop independent, self-directed units.

Curriculum and assessment respond to matters of relevance to learners.

- Provincial Curriculum Intentions describe the knowledge, skills, and attitudes that learning opportunities should promote. These Curriculum Intentions are interpreted and further developed by the teacher and student to make the learning relevant.
- Both curriculum and instruction at the Graduation level promote active learning and recognize the relationship between the experiences of learners in school and their lives outside of school.
- Increasing the relevance of students' schooling includes providing educational opportunities that have direct bearing on students' lives.
- Increasing the relevance of students' schooling includes designing instructional activities that are intrinsically interesting to students. The intended curriculum is structured to encourage teachers to design instruction that responds to the needs of learners, involves them in the planning of learning experiences, and is supported by other curriculum resources.

- Increasing the relevance of students' schooling includes designing instructional activities that encourage students to construct personal meaning and to relate concepts from different subject areas to one another, wherever appropriate. Relevance is extended by making explicit the applications of learning to life.
- Increasing the relevance of students' schooling involves having them participate in determining the methods and criteria being used to assess their work, progress, and achievement. Students, in consultation with their teachers, should be given some choice in assessment methods used and the timing of assessments. They should be involved in the assessment process by reflecting on their learning, setting goals for future learning, using self-assessment to collect evidence of their learning, and using self-assessment to establish evaluation criteria. When students are involved in self-assessment, they develop a sense of independence, direction, and responsibility for their learning.

Units

Units are a way of organizing learning experiences. Units are developed by teachers and students and are organized in formats that may differ from standard curricula. A unit has a distinct identity and cites the Curriculum Intentions that learning opportunities will be designed to address. For example, units might be organized around themes, topics, genres, or issues. Typically, courses will continue to be the main organizers for instruction, as will subjects and disciplines. Seeing "courses" as clusters of related units will, however, allow courses to vary in size and scope according to learners' needs and to the demands of the subjects. *Supplementary Guide 3: Personal and Career Studies and Essential Studies* includes for discussion purposes some sample units developed by classroom teachers.

As part of the move to units, it is proposed that

- successful completion of a unit results in the attainment of a credit
- students be able to complete a unit and achieve a credit with approximately 30 hours of instruction (some students will require more and some will require less time to achieve the knowledge, skills, and attitudes appropriate to the unit)
- schools adopt scheduling practices that ensure students have access to at least 30 hours of instruction per unit.

Using units as organizers for instruction offers

- increased opportunities for individualization of educational programs:
  - Students can select groupings of units based upon personal goals and interests.
  - Students can develop independent, self-directed units.
  - Students can explore and sample more areas of learning.
  - Students can select a set of related units to undertake an in-depth study.
- increased flexibility in the delivery, design, and credentialling of educational programs:
  - Teachers can develop and combine units to create "courses" that range in size from one unit to several.
  - Students have the opportunity to spend more time working on a unit without having to repeat the whole cluster of units or course.
- increased opportunities for community participation.

School-based Assessment

The following are features of school-based assessment in the Graduation Program. School-based assessment

- involves the assessment of students in the context of classroom activities, and it addresses a wide range of knowledge and skills using a variety of assessment techniques appropriate to the task or activity being considered. For example, teachers might use as the basis for an evaluation: oral communication, paper-and-pencil tests, quizzes, performance assessment tasks, self-assessment, peer-assessment, portfolios, and/or student journals
- enables student evaluation to be based on more than one kind of mark (or achievement); school-based assessment at the Graduation level provides opportunities for classroom teachers to use a variety of techniques to assess students in areas that are not normally tested on provincial examinations (e.g., labs, projects, and debates)
- focuses on learning processes as much as on the products of learning
- is formative and diagnostic as well as summative, and it assists the teacher in identifying student learning problems
- is informal and continuous throughout the course of instruction
- measures the extent to which students have attained predetermined levels of performance (criterion-referenced); assesses student performance in relation to specific standards, not compared with other students' performance
- can occur at times that are convenient for the learner
- reflects and validates the worthwhile activities taking place in the classrooms
- draws on the first-hand knowledge of students that is required to assess certain skills and attitudes
- is able to reflect learning with respect to "physical" types of performance, critical thinking, and group processing activities, unlike the provincial examination

"Teachers should base their evaluations on a multiplicity of evidence, including participation by students in the classroom discussions, project work, and one-on-one interviews in addition to written exercises and tests."

—p. 111

- allows for simultaneous planning of and ongoing linkage of instruction and assessment; outcomes of assessment should be used to alter or modify instruction and to improve instruction for each student
- enables students to participate in determining the methods and criteria being used to assess their work, progress, and achievement.

In provincially examinable subjects, school-based assessment accounts for 60% of a student's final mark. This assessment occurs in the classroom where teachers use a variety of assessment strategies and techniques, many of which may be different from those used to determine the provincial portion (40%) of a student's mark. Provincial examinations best assess that portion of the curriculum most appropriately examined by paper-and-pencil tests. School-based marks can be more encompassing, assessing more of the curriculum and more of the student as a whole.

The Ministry supports teachers with school-based assessments by providing a variety of print and non-print assessment resources, including "Implications for Observing" in Curriculum/Assessment Frameworks, and by supporting the formation of a provincial assessment network. Guidelines and resources will be developed by practising teachers for school-based assessment.

At the same time, it is critical that administrators support teachers as they change classroom assessment practices because the expectations of administrators play a role in school-based assessment.

Standards

Standards may range from the simple (e.g., the marking key for a multiple-choice test) to the complex (e.g., descriptions of what constitutes excellence in an essay, or the characteristics of behaviour that demonstrate cooperation in group interaction). The Graduation Program encourages teachers to continue developing standards in the school or classroom context and to share these standards with their students.

At the same time, however, the Ministry, which is responsible for ensuring that standards are maintained and enhanced provincially, will continue to collaborate with educators to develop resources to assist teachers in the development of standards. Specifically, the Ministry

- will assist in the development of resources for highly complex evaluation situations (e.g., holistic scoring guides for French, English, and History)
- is in the process of clarifying widely-held expectations of student performance and achievement to provide province-wide standards, through resources known as Reference Sets; these will be made available to facilitate communication between educators, students, and parents
- will support the teams of qualified, practising teachers who are developing standards for the provincial examinations and the expanded scholarship program with specific reference to collections of student performances and achievements; these standards will then be communicated to classroom teachers for use as they see fit in the creation of classroom standards
- will establish a provincial process to review standards set by outside central agencies (e.g., International Baccalaureate, Advance Placement, trades, Royal Conservatory of Music, Career Preparation, etc.); these assessments will be for the purpose of substituting the outside agency's standard for the

provincial standard; school boards may be required to set up parallel standards boards to review district-approved units and courses to determine if the standards meet the requirements for credit
- will develop resources that enable the appropriate cultural/linguistic group to set language standards (e.g., for Braille, Signing, Native languages, and Heritage languages, including Mandarin, Japanese, and Hindi); each group will register with the Ministry and will authorize up to eight units of credit for language performance or achievement.

In all learning situations that provide students with an opportunity to gain a credential, the teacher or the central credentialling agency (be it the Ministry or otherwise) should attempt to clearly identify to students those performance characteristics that are required to achieve desired standards. Only those students meeting an acceptable standard will achieve the corresponding credential.

Challenge

Challenge is a procedure that students can use to gain recognition for past learning on the basis of knowledge or experiences acquired outside the learning activities of a specific unit or course offered in the school. Some schools in the province currently allow students to challenge non-provincially examinable courses. British Columbia universities and colleges have allowed course challenge for some time.

In the Graduation Program, students may challenge courses for one of three purposes: for credit, for exemption from a prerequisite, or to transfer standing. In addition, the following conditions apply to challenges:
- A student may write a provincial examination for challenge purposes only at regular examination sittings.

- A student can challenge a subject only once. If the student fails to successfully meet the challenge criteria, he or she must successfully complete that course before being allowed to write the examination.
- The results obtained from writing the provincial examination in a subject being challenged will indicate that the student has satisfactorily demonstrated competence in the various provincially examinable components of the course. The day-to-day activities (discussions, question-answer, stories, practical activities, labs, quizzes, projects, writing, talking, etc.) that go on in a classroom are important aspects of any course, however. The school will be at liberty to determine what a student must do to earn the 60% school mark, provided it is consistent with the Curriculum Intentions and any applicable standards. Credit for the course will be achieved based on the combined school and examination mark.
- The results of the challenge attempt shall be reported in the Student Progress Reports (see samples in the Appendix) and may be recorded on the Transcript of Grades. Challenge marks may also contribute toward a student's graduation requirements.
- A student may also gain an exemption from a prerequisite in a non-examinable course in order to bypass it and move on to more appropriate units or courses for which credit is desired. In this case, no credit or grade is assigned for graduation purposes. This is a less formal procedure than challenging for credit, involving negotiations between the school and the student to discover if the student already has the background needed for the desired unit or course. This may or may not require demonstration of competencies, depending on the evidence presented by the student. This exemption procedure enables the student to focus on activities that are developmentally appropriate. The results of this type of challenge will be reported only in the Student Progress Reports and will not be recorded on the transcript and will not contribute toward graduation requirements.

- A student may also be assigned Transfer Standing (TS) credit, which is described in legislation as follows: *Transfer standing may be granted by the administrative officer in charge of a school on the basis of an examination of school records from an institution other than a school as defined in the* School Act. *The administrative officer in charge of a school may also assign a letter grade on the basis of an examination of these records.*

Provincial Examinations

- The present examination program will continue. It will also begin to expand into subjects in the Humanities and Sciences strands not currently being examined at the provincial level. Subjects such as Western Civilization, Law, and Economics may be included in the future. There will be an expanded number of provincial courses that provide students with the opportunity to be assessed for scholarships and awards. This assessment may also be useful to students who are seeking access to post-secondary institutions. The assessment of subjects in the Practical Arts and Fine Arts strands will occur on a regional basis. Tables of Specifications will be developed for these programs.
- A provincial examination in each subject will continue to account for 40% of the student's final mark. The remaining 60% will be determined at the school level.
- The Provincial and Scholarship examinations will be combined into a single examination capable of both assessing student learning and determining excellence for the purposes of granting scholarships.
- The provincial examination program proposes to test the part of the curriculum in each subject that is most appropriately assessed using paper-and-pencil

testing techniques. The Table of Specifications for the provincial examination will be prepared by the Ministry and will be available to both teachers and students. In addition, the Ministry will provide guidance and resources on the 60% school-based mark for teachers and administrators (see the previous section on Standards).

Provincial Scholarships

- The provincial examination will provide two kinds of scores. The first score will be the usual percentage score that reflects how well the student has performed in relation to the examination criteria. The second score derived from the examination will be a comparison with other students (Standard Ministry Score) for the purpose of ranking students to determine provincially awarded scholarships
- Provincial scholarships recognize and reward excellence in the Graduation Program. Provincial examinations provide students with opportunities to demonstrate excellence and earn scholarships in the Humanities and Sciences strands. Students in the Practical Arts and the Fine Arts strands will have opportunities to demonstrate excellence and earn scholarships at a regional level.
- Scholarship opportunities will be available several times a year.
- The Ministry is examining the feasibility of granting scholarships for single subjects as opposed to granting them on the basis of students' scores on their three best subjects. Single-subject scholarships will recognize those students who have a specific talent in one area.
- The Ministry is also examining the feasibility of a different distribution of scholarship funds to provide a more equitable distribution to those areas where there is currently no provincial examination.

Regional Provincial Scholarships: Practical Arts and Fine Arts

- Students taking courses in the Practical Arts and the Fine Arts strands will have the opportunity to compete for provincial scholarships.
- Examinations for scholarship purposes will be developed, administered, and evaluated on a regional basis, following provincial guidelines. The Ministry will provide regional training programs to credential chief examiners and markers.
- A variety of assessment techniques may be used to evaluate students for scholarship. The technique most appropriate to the task or activity should be used.
- Students will be made aware of the methods and criteria being used to assess their work and evaluate their achievement.
- The Ministry is currently pursuing the possibility of linking Graduation Program apprenticeship credit for the programs with the institutions responsible for credentialling. The aim is to award up to two years of credit for work done in secondary programs that will be accepted by post-secondary credentialling institutions.

Reporting

- The reporting of student progress consists of formal written reports and informal communications with students and/or parents. Requirements for formal reports on student progress are outlined in *The School Act*, Regulations, and Ministerial Orders.

- It is recommended that letter grades and a percentage mark be required to report levels of student achievement.
- It is recommended that letter grades be required to report levels of student achievement in non-provincial examinable units and courses. The use of percentages is optional.
- Letter grades are used upon the completion of a unit and also when reporting the results of provincial examinations.
- Letter grades are based on student achievement in relation to criteria and standards that have been established for each unit, cluster of units, or course.
- The symbol set recommended for use in the Graduation Program for successfully completed units is A, B, C. For units not yet complete, the symbol NC is used in all forms of reporting. Other symbols that may be used are SG (Standing Granted) and TS (Transfer Standing).
- Letter grades are defined in terms of percentage ranges expressed to the nearest whole number: A (86-100%), B (70-85%), and C (50-69%).
- The knowledge and skills dimensions of learning will be emphasized when using letter grades to report on student progress, while the attitudes dimension will be more meaningfully reported with the use of anecdotal comments.
- Schools may develop their own reporting forms. Provincial regulations will prescribe what must be reported.
- One credit is the value associated with the successful completion of one unit of study. Letter grades may reflect single units or clusters of units.

Transcripts and School Leaving Certificates (Dogwoods)

The Transcript of Grades, and the School Leaving Certificate (Dogwood) serve as provincial recognition of learner achievement. Each contributes in an appropriate way to certification of achievement, which may be thought of as a 'form of currency' that can be used when applying for entrance into the world of work or entrance into post-secondary institutions.

The Transcript of Grades is a student's record of achievement. It provides a complete record of all units and courses successfully completed, unit and course descriptions and titles, and the performance or achievement level attained. It may also include the results of any successful challenge.

- The Transcript of Grades will include the school mark, the examination mark for provincially examinable courses and the blended school/provincial mark. All successfully completed units and courses will be recorded on the Transcript of Grades with the final letter grade and the date. Completed courses, or completed programs such as Career Preparation, International Baccalaureate, or 2+2 may be indicated. It will indicate "Graduation requirements have been met" or "Graduation requirements have not been met."
- Inclusions in the Transcript of Grades of optional demonstrations of achievement or performance may be at the discretion of the learner. Students may also choose to have their provincial scholarship marks recorded.
- The Transcript of Grades will have the capacity to accept free-form text in order to elaborate on student achievement.

- The Transcript of Grades may be upgraded to show a higher mark if a student repeats a unit or course.
- Schools are required to retain an official copy of the most up-to-date version of each student's Transcript of Grades.
- The School Leaving Certificate (Dogwood) is awarded to all students upon completion of their Personalized Learning Plan. The school will be responsible for the completion and distribution of these certificates to students.
- The Transcript of Grades will be issued by the Ministry of Education and Ministry Responsible for Multiculturalism and Human Rights.

Extending Learning Opportunities

Students have a wide range of abilities, interests, ambitions, beliefs, attitudes, and values. This diversity cannot be fully addressed by provincially approved programs alone. The increased variety, choice, and relevance is best provided to students through locally developed units and courses (referred to as district-approved units and courses), the provision of individually designed units, and through processes that increase student ability to pursue learning opportunities available through community resources and organizations.

District-approved Units and Courses

Currently, several thousand different local programs are offered by school districts in the province. Local programs provide opportunities to shape a learner's Personalized Learning Plan, so that relevance is increased to encourage more students to stay in school and to graduate. Accordingly, the issue of school drop-outs may be addressed through the crediting of district-approved courses and units for part or all of Personal and Career Studies.

District-approved units and courses are created locally to meet specific learner needs that are not dealt with provincially. These units or courses are approved by school boards (Minister's Order #147/89). Previously, such courses were known as "locally developed curricula."

Currently, local programs have several restrictions applied to their use for graduation requirements:

- 2 local program courses (8 credits) can be part of the minimum 13 required courses
- the restriction of their use to elective areas only
- the designation of some work experience units as local programs
- the use of a special local course code on transcripts.

The Graduation Program provides for an increase in the amount of local programming a student could complete as a way of meeting graduation requirements. Specifically, this involves

- allowing local programs, as appropriate for a learner's Personalized Learning Plan, to define some or all of the minimum 24 Personal and Career Studies units
- continuing the use of a special code to identify such courses and units on the transcript
- providing provincial credit status for all work experience units
- increasing program development support to districts
- providing provincial status for all units within Career Preparation programs.

District-approved courses and units must be of the highest quality in meeting the needs of learners. The Ministry will publish guidelines to assist districts in local program development. These guidelines, in general terms, will include

- answers to policy-related questions such as: What policies are required to support quality local program development to benefit students? How do local programs being considered for approval relate to the goals of the Graduation Program and provincial Curriculum/Assessment Frameworks? What resources might be required to implement approved local programs?

- formatting suggestions such as purpose, credit value, and acknowledgments, rationale, aim (one statement), relationship to provincial framework documents, Curriculum Intentions, instructional organizers, learning outcomes and assessment strategies, and budget.

District-approved units and courses should support the personal and career goals of learners. These units and courses may be initiated by students, educators, parents, and community members including those in business and industry.

The roles of partners in education will vary to reflect the movement of responsibility and control from the Ministry toward the school district. The Ministry is concerned with information, record-keeping, transcript production, and developmental guidelines that assist districts. School boards are the decision-makers. Community members in the broadest sense can become partners in local program development and, in some cases, will take the initiative in providing resources. The total community can be concerned with matters of evaluation and effectiveness.

Independent Directed Units (IDU)

The Graduation Program encourages all students to become increasingly self-directed learners. The Program supports this goal by providing the opportunity for students to receive credit for Independent Directed Units—those units for which the school board approves the process for development and use, and for which the school determines the content. These differ from district-approved units for which the school board approves both the process for development and the content.

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- the restriction of their use to elective areas only
- the designation of some work experience units as local programs
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- providing provincial status for all units within Career Preparation programs.

District-approved courses and units must be of the highest quality in meeting the needs of learners. The Ministry will publish guidelines to assist districts in local program development. These guidelines, in general terms, will include

- answers to policy-related questions such as: What policies are required to support quality local program development to benefit students? How do local programs being considered for approval relate to the goals of the Graduation Program and provincial Curriculum/Assessment Frameworks? What resources might be required to implement approved local programs?

- formatting suggestions such as purpose, credit value, and acknowledgments, rationale, aim (one statement), relationship to provincial framework documents, Curriculum Intentions, instructional organizers, learning outcomes and assessment strategies, and budget.

District-approved units and courses should support the personal and career goals of learners. These units and courses may be initiated by students, educators, parents, and community members including those in business and industry.

The roles of partners in education will vary to reflect the movement of responsibility and control from the Ministry toward the school district. The Ministry is concerned with information, record-keeping, transcript production, and developmental guidelines that assist districts. School boards are the decision-makers. Community members in the broadest sense can become partners in local program development and, in some cases, will take the initiative in providing resources. The total community can be concerned with matters of evaluation and effectiveness.

Independent Directed Units (IDU)

The Graduation Program encourages all students to become increasingly self-directed learners. The Program supports this goal by providing the opportunity for students to receive credit for Independent Directed Units—those units for which the school board approves the process for development and use, and for which the school determines the content. These differ from district-approved units for which the school board approves both the process for development and the content.

Independent Directed Units (IDU) support students by encouraging them to

- become involved in the design, planning, and evaluation of their own units and courses and therefore directly influence the relevance of their studies
- pursue areas of special interest or passion for which programs of study are currently not available.

Independent Directed Units consist of self-directed projects or studies that are consistent with the learner's Personalized Learning Plan. The Ministry of Education and Ministry Responsible for Multiculturalism and Human Rights will provide guidelines such as the following to assist students, educators, and school districts in offering Independent Directed Units:

- Units shall be completed under the supervision of a teacher and may involve community resource people.
- Units are available to all students in the Graduation Program and may be completed at any time.
- Units may be related to province-approved units or courses, or they may have a unique identity.
- Credits shall not be awarded for activities considered to be a normal part of school extracurricular and co-curricular activities (e.g., sports and clubs).
- Units that are completed from one year to the next must exhibit differences in terms of required competencies or outcomes.
- Completed units shall be reported to both teacher supervisor/sponsor and the principal of the school.

Students must provide the school principal with a detailed proposal for approval of Independent Directed Units, which identifies

- how they can better achieve the intentions of the curriculum through this unit
- how the unit meets the goals of the learner's Personalized Learning Plan (a project outline)

- the scope of the project and suggested credit value
- the action plan leading to completion
- demonstrated outcomes of the project
- evaluation procedures
- the proposed completion date
- the name of the teacher supervisor/sponsor.

School districts develop local policies to support students in completing Independent Directed Units and to ensure accountability for such units.

Independent Directed Units support the development of attitudes and skills for lifelong learning.

PARTNERSHIPS FOR LEARNERS

Students of British Columbia live in a society that is in the process of rapid and pervasive change.

To prepare young people to meet the changing needs and expectations of society requires the involvement of all partners in education.

In the Introduction to *A Legacy for Learners: The Report of the Royal Commission on Education, 1988*, Commissioner Barry M. Sullivan presents a personal perspective on schooling. He affirms the notion that children represent the future, and that "every child, in his or her way, will influence the world of tomorrow." He describes his travels through the province where he heard parents, community representatives, and youngsters speak about the "broad, social, economic, and technological changes transforming our lives.... People wonder" he says, "how education will help us understand and manage the new technological and scientific changes that are shaping our lives."

The Students of British Columbia

British Columbia's students live in a society that is in the process of rapid and pervasive change. This change is characterized by the increasing diversity in our population, shifts in family and social structures, and changing expectations in the workplace. If our schools are to continue to prepare young people for productive and satisfying lives, educators and all other partners must examine the role of schooling and make changes where necessary to accommodate the changing needs and expectations of society.

The increasing ethnic mix of the B.C. population has heightened awareness of the need to build a climate of mutual respect and understanding in society. The altering of the population's age structure as older citizens make up an increasing percentage of society, the integration into society's mainstream of people with special needs, and the shifting of family structures have

had a profound impact on the shape of our communities, our institutions, and the roles that people take within them. The breaking of gender barriers that traditionally defined the roles of women and men in society has broadened choices. Students accordingly need preparation for their roles as responsible citizens in a society that promotes the full participation of men and women of all backgrounds, ages, and abilities. At the same time, the rapidly changing labour market with its emphasis on knowledge-based industries is creating growing demands in the workplace for highly educated individuals who are aware of global and national interdependence. The social and personal cost of non-completion of schooling and of illiteracy is becoming increasingly high. Public enquiries into the education system such as *Let's Talk About Schools* and The Royal Commission on Education, 1987-88 have found that many students display dissatisfaction with their education by dropping out of school or by remaining but not engaging in learning.

In a changing labour market, schools must provide students with timely and appropriate career information. Young people must acquire the knowledge, skills, and attitudes they will need to enable them to make choices that will broaden their career opportunities and prepare them for the possibility of career changes in an uncertain employment future.

As *A Legacy for Learners: The Report of the Royal Commission on Education, 1988* points out, students need to value education and to view themselves as important and active contributors to society as a whole. They need to see that they "will influence the world of tomorrow." These young people must gain, as they are able, the confidence and skills to exercise the rights and responsibilities of informed and conscientious family members and citizens.

Education is necessary for the growth of our society and for our economic future. Public schooling is but a part of a person's education—education is a lifelong venture. Schooling can support lifelong learning mostly by encouraging the development of appropriate knowledge, skills, and attitudes. To make education a priority requires that all members of the community make their views known and assume their responsibility in the education of our young people. Collectively, we must encourage students to stay in school to experience a challenging and relevant education and we must focus on engendering a commitment to lifelong learning.

To be effective, the development and implementation of the Graduation Program must be characterized by the involvement of the greater community.

Partnerships in Education

Building partnerships in education is important to the further development and implementation of the Graduation Program. Whatever the Graduation Program becomes in its final version, it must meet certain criteria:

- it must serve well all students
- it must provide parents with the assurance that their child is gaining an education appropriate to his or her aspirations
- it must provide those learners going on to post-secondary institutions with appropriate credentials
- it must provide learners with the knowledge, skills, and attitudes needed to enter into the world of work.

Consultation with many groups has shown that, in fact, many partners in education share common goals and aspirations for the learners of the province and the country. For example, the Conference Board of Canada,

"In the pluralistic and diverse society that is British Columbia today, the discussion of schooling has become a lightning rod which galvanizes competing political and social ideals or values... Given adequate social structures and processes for resolution, such competition or conflict is not necessarily dysfunctional or injurious to the public good but, rather, is a natural part of a democratic society's efforts to define its priorities and values in the midst of perpetually changing social circumstances and beliefs."

—p. 13

"Schools place high priority on the community as a rich context for learning, as a means of taking students beyond the confines of the school to experience and learn from the world around them."

—p. 9

Corporate Council on Education, in their draft "Employability Skills Profile" identified three categories of skills they believe will be required of Canadian workers in the future. (The most recent draft of the Council's profile is included in *Supplementary Guide 4: Organizing for Learning*.) Among others, they identified skills related to

- communication
- collaboration
- self-initiative
- respect for diversity and individual differences
- problem solving
- the ability to access and apply specialized knowledge.

As the consultation process continues, it is expected that all partners will continue to contribute to the creation of a Program that truly meets the needs of individual learners and reflects the aspirations society has for its citizens.

The British Columbia school system, while accepting the prime responsibility for helping students achieve the goal of intellectual development, clearly recognizes that the total education of students is a shared responsibility with parents and other groups and individuals within the community. To develop the knowledge, skills, and attitudes necessary to cope with and to make a difference in the society in which they live, students will need access to

- the combined resources of schools and communities
- the expertise of educators in schools
- the specialists in the field
- the support that is provided by community agencies and families working together.

A partnership is an ongoing involvement between schools and parents, business, industry, unions, government, and community organizations in which both partners contribute, benefit, and make a commitment to

each other. Traditionally, partnerships have included participation of entire school boards and hundreds of students, a single class with a private business partner, or an individual student with a community mentor. Regardless of the magnitude of the partnership, both parties benefit from the linkage of the school and the community. The community partner gains an understanding of the education system, gains opportunities for inservice training, may obtain the use of school facilities, and profits overall from the creation of a better educated citizen. The school benefits from access to the skills, talents, and expertise of individuals in the community as well as from access to equipment and facilities that are not available in the school.

Creation of partnerships on a very broad scale is crucial to the Graduation Program's success in meeting the individual needs of students. This broad base goes beyond the partnerships that involve only the business world, although this link remains extremely vital. The school must connect with the universities, colleges, and other educational institutions, including those promoting development in the fine arts. In addition, it must connect with individuals and groups who can provide opportunities for students' intellectual, social, human, and career development. As the community becomes more involved in the education system, and as the school moves into the community, each gains a greater appreciation for the other's role in enhancing community life and educating the community's young people.

"[Learning] is lifelong and, by definition, goes beyond the capacity of any one agency."
—p. 9

APPENDICES

Appendix A
Sample Student Progress Reports

Sample 1: Student Progress Report

Province of British Columbia

Graduation Program **Student Progress Report**

Student Name _____

School Year _____

School District Name _____

School _____

SIGNATURES

Administrative Officer	Parent or Guardian	Student	Report 1
		Report 2	
		Report 3	

This report must be approved by the Minister or Local School Board for use in reporting student progress.

Purpose of the Student Progress Report

This report is to provide students and parents or guardians an assessment of knowledge, skills, and attitudes demonstrated. In the Graduation Program students need to take responsibility for elements of their own education and to work cooperatively with the home and the school staff in striving toward becoming an "educated citizen."

Conversion Schedule: Achievement Descriptor to Letter Grade

(1)

Conversion Schedule: Achievement Descriptor to Letter Grade

Explanation	Range of marks	Symbol
The student demonstrates a very high level of understanding of the knowledge and skills of this subject/course/unit, and is able to apply them in both simple and complex situations.	86%-100%	A
The student demonstrates a high level of understanding of the knowledge and skills of this subject/course/unit, and is able to apply them in most simple and some complex situations.	70%-85%	B
The student demonstrates a limited understanding of the knowledge and skills of this subject/course/unit, and is able to apply them in most simple and a few complex situations.	50%-69%	C
The use of percentages is required only when reporting achievement in units and courses that are provincially examinable.		
The student has not yet demonstrated the basic standards of performance with respect to knowledge and skills expected for this subject/course/unit.		NC= Not Yet Complete
Transfer standing may be granted by the administrative officer in charge of a school on the basis of an examination of school records from an institution other than a school as defined in the *School Act*. The administrative officer in charge of a school may also assign a letter grade on the basis of an examination of those records.		TS= Transfer Standing
Standing Granted - Although completion of normal requirements is not possible, a sufficient level of performance has been attained to warrant, consistent with the best interests of the students, the granting of standing for the educational activity. This symbol can be used in such cases as serious illness, hospitalization, late entry or early leaving, but may only be granted by an adjudication process authorized by the administrative officer in charge of the school.		SG= Standing Granted
Within the period of time specified by school policy, and upon request of the parents, the administrative officer in charge of a school may grant permission to a student in his or her ninth to 13th year of an educational program to withdraw from an educational program.		W= With-drawal
A pass standing based on certification that the student was unable to write the examination owing to illness or special circumstances. This grade is used only for provincially examinable courses and may be granted only by the Provincial board of examiners.		AEG= Aegrotat Standing

***Sample 1:** Student Progress Report*

Unit or Course _____ Report period from _____ to _____

Tutor/Advisor _____ Unit or Course Teacher _____

Days Absent _____ Days Late _____

- Unit or Course Learning Outcomes

[This section is a concise description of the broad outcomes to be demonstrated by the student for the unit or course.]

- Achievement of Learning Outcomes: Knowledge and Skills

[This section is a statement of demonstrated student performance of knowledge and skills.]

- Letter Grade _____ (and percentage, if applicable)
- Learning Outcomes/Indicators: Attitude Development

[Statement of behaviour that provides examples of attitudes.]

- Further Development

Teacher Signature _____ Date _____

- Student Comments

Student Signature _____

(3)

MISSION STATEMENT

The purpose of the British Columbia school system is to enable learners to develop their individual potential and to acquire the knowledge, skills, and attitudes needed to contribute to a healthy society and a prosperous and sustainable economy.

Goals of Education

Prime Goals of Public Schools Supported by the Family and Community

Intellectual Development

to develop the ability of students to analyse critically, reason and think independently, and acquire basic learning skills and bodies of knowledge; to develop in students a lifeling appreciation of learning, a curiosity about the world around them and a capacity for creative thought and expression.

Goals that are shared among Schools, the Family, and Community

Human and Social Development

to develop in students a sense of self-worth and personal initiative; to develop an appreciation of the fine arts and an understanding of cultural heritage; to develop an understanding of the importance of physical health and well being; to develop a sense of social responsibility, and a tolerance and respect for the ideas and beliefs of others.

Career Development

to prepare students to attain their career and occupational objectives; to assist in the development of effective work habits and the flexibility to deal with change in the workplace.

The Knowledge learning dimension involves acquiring a basic understanding of:

- the diversity and functioning of world social, economic, and political systems and institutions, and the factors that influence these systems, such as technology, cultural values, physical environment (i.e., knowledge of world history, social, economic, and political systems)
- the diversity within, and the functioning of, Canadian social, economic, and political institutions (i.e., knowledge of Canadian social, economic, and political institutions)
- the natural world and its operation, and the principles with which we organize our knowledge about it (i.e., knowledge of natural systems)
- the processes and exemplary products of human creative endeavour, such as literature, visual and performing arts, construction of social and natural science theory (i.e., knowledge of creative processes and products).

The Skills learning dimension involves developing the ability to:

- think critically, creatively, and reflectively (i.e., thinking skills)
- communicate clearly with other people using oral and written language, and other symbol systems such as mathematics and graphic representations (i.e., communication skills)
- reason quantitatively, in terms of quantity relations, probability, proportionality, scale, etc. (i.e., quantitative reasoning skills)
- access, evaluate, organize and apply information effectively (i.e., information-processing skills)
- select and use information to develop solutions to problems (i.e., problem-solving skills)
- use appropriate criteria to select from possible alternatives and make decisions (i.e., decision-making skills)
- interact with others in a socially appropriate and sensitive way (i.e., interpersonal skills)
- function productively in the everyday world, including the world of work (i.e., life-management skills).

The Attitude learning dimension involves developing attitudes related to:

- valuing oneself as a person of dignity and ability (i.e., self-respect)
- having confidence in one's ability to cope and succeed (i.e., self-confidence)
- being motivated to work toward personal and shared goals (i.e., self-motivation)
- being motivated to ask questions, to seek answers, and to learn (i.e., curiosity)
- valuing the individuality of others and respecting their rights (i.e., respect for others)
- being motivated to work cooperatively with others (i.e., cooperative attitude)
- being motivated to take responsibility for oneself and for others (i.e., personal and social responsibility).

Sample 2: Student Self-Directed Assessment Report

Province of British Columbia

Graduation Program
Student Self-Directed Assessment Report

Purpose of Report

This report documents the student's co-curricular, extra-curricular, and community activities and achievements to provide an indication of his or her development.

This material may assist the student, parent, and school in clarifying and furthering the student's intellectual, human and social, and career goals as outlined in his or her Personalized Learning Plan.

Input in completing the report may be provided by the student, teachers, parents, and the community members.

Mission Statement

The purpose of the B.C. school system is to enable learners to develop their individual potential and to acquire the knowledge, skills, and attitudes needed to contribute to a healthy society and a prosperous and sustainable economy.

Sample 2: Student Self-Directed Assessment Report – example of page 2 Filled In

Record of School and Community Activities and Achievements

School Name Josephine Smith Advisor M. Brown

Date	Activity or Achievement	Teacher Confirmation
90-11-01	Finals - South Zone - Senior Girls Volleyball	S. Lee (Coach)
90-10-01	Elected Class President	M. Brown (Sponsor)
90-09-01	Peer Tutoring (non-credit)	Group

Additional Comments if Desired

Student Signature _____ Date _____

Teacher Signature _____ Date _____

(2)

Sample 2: Student Self-Directed Assessment Report – example of page 3 Filled In

Student Name Josephine Smith Date Feb. 10

Advisor M. Brown From Dec. 1 To Feb. 1

- **Personalized Learning Plan**

Pacific Rim Focus: To attend Oceania College and study International Business with emphasis in Computers and Accounting and then on to a job in the import and export business.

- **Student Self-Assessment**

I really enjoy the computer course and the accounting program and feel I understand the material. I'm having problems with Japanese because I don't get any opportunity to practice outside of class. I need someone I can talk to so I can improve my language skills.

Signed _____ Date Jan. 18

- **School Staff Member Assessment** [to be completed by the teacher advisor or by any other teacher(s), as requested by the student]

Josephine was placed in the Accounts Dept of Trader's West Ltd. for 2 units of work experience and independent studies. She demonstrated excellent inter-personal skills and a superior level of understanding of basic accounting principles. Mr. Suzuki (Accounts Manager) was her independent project mentor and was impressed by her performance in creating design brochures. He thinks she will work well in a business office.

Signed _____ Date Jan. 25

- **Further Development Comments of Student** [to be completed by the student]

I would like to get an exchange to Japan to build up my language skills and increase my knowledge of the country and the customs of the people. I plan to take Conversational Japanese for 2 units of credit toward graduation through the local community college as this program is not available in our school.

(3)

Appendix B

List of Consultations, Meetings, and Presentations

Although every effort has been made to make this list as accurate and as complete as possible, there may be errors or omissions.

Name of Organization	Contact Individuals or Groups	Meeting Dates
Graduation Program Steering Committee	B.C.Teachers Federation, B.C. Principals' and Vice-Principals' Association, B.C. School Trustees Association B.C. Association of School Superintendents Business Council of B.C. Advanced Education Council of B.C., B.C. Universities	October 10, 11 1991 Nov. 9, 10 1991 Jan. 23, 24 1992 March 5, 6 1992 April 23, 24 1992
B.C. Principals' and Vice Principals' Association	Gordon Moffat, Executive Director	Sept. 7 1990
First Nations Education Secretariat of B.C.	Leonie Rivers	Sept. 9 1990
B.C. Confederation of Parent Advisory Councils	Maxine Wilson, President	Sept. 14 1990
B.C. Confederation of Parent Advisory Councils	Maxine Wilson, President	Oct. 4 1990
Nelson School District	Pat Dooley	Sept. 18 1990
Publisher (Gage)	Anne Marie Morrow	Sept. 19 1990
Local Leadership Mtg.	Trail School District, West Kootenays	Sept. 24, 25 1990
SFU Faculty of Education	Geoff Madoc-Jones	Oct. 3 1990
B.C. Confederation of Parent Advisory Councils	Executive Comittee	Oct. 4 1990
Social Studies PSA	Lloyd Atchison	Oct. 5 1990
B.C. Confederation of Parent Advisory Councils	Maxine Wilson, President	Oct. 5 1990
University of Victoria	Reg Mitchell, Faculty of Education	Oct. 9 1990
Civilization Curriculum Committee	Rob Sandhu	Oct. 10 1990
University of Victoria	Professor Crozier	Oct. 10 1990
Shaw Cable	Valerie Taylor	Oct. 11 1990
Fine Arts Associations	Members & Executive	Oct. 12 1990
Surrey School District	Reni Massey	Oct. 16 1990
University of Arizona	Dr. Tony Lawson	Oct. 16 1990
Primary Program Review	Ken Leithwood, Byron Dart	Oct. 18 1990
B.C. Principals' and Vice Principals' Association	Gordon Moffat	Oct. 19 1990
Annual Conference, Social Studies PSA		Oct. 19 1990
Business Education Conference (Courtenay)	Teachers from Vancouver Island	Oct. 19 1990
Maple Ridge School District	Albert Pasqualotto	Oct. 19 1990
Local Leadership Mtg.	Okanagan Districts	Oct. 22, 23 1990
Delta School District	Carryl Koe , Dept. Heads	Oct. 24 1990
George Pringle H.S. (students)	Bob May	Oct. 24 1990
Business Council of B.C.	Keith Gray	Oct. 25 1990
College & University Registrars	Valerie Nielsen, Registrars Assoc.	Oct. 25 1990
Education Technology Centre	Mike Hoebel	Oct. 25 1990
Conference: Business Council of B.C. & Federation of Small Business "A Shared Commitment"	Keith Gray	Oct. 29 1990
Campbell River School District	Byron Dart	Oct. 29 1990
Admin. Council, Camosun College	Neil Murphy	Oct. 31 1990
BC CPAC Kamloops		Nov. 1 1990
B.C. Confederation of Parents, Fall Leadership Conference	M. Wilson	Nov. 1-3 1990
Teachers' In-service, Richmond	Gordon Maze, In-service Coordinator	Nov. 2 1990
University of Victoria Faculty of Education	Dr. R. Fowler	Nov. 2 1990
MacNair Secondary	Staff	Nov. 2 1990
Nelson School District	Pat Dooley	Nov. 2 1990
Youth Advisory Council	Joan Mason	Nov. 3 1990
Student Focussed Reaction Seminar, Kamloops	Mr. Paravantes, Principal	Nov. 7 1990

Sterling News Service	Steve Whetherby	Nov. 7 1990
Student Focussed Reaction Seminar, Lillooet	Mr. J. Klein, Principal	Nov. 8 1990
Business Council of B.C.	Keith Gray	Nov. 8 1990
Teacher Response Seminar, Lillooet		Nov. 9 1990
Port Moody Sec. School (Students)	Principal	Nov. 9 1990
B.C. Confederation of Parents	M. Wilson	Nov. 10 1990
UBC Faculty of Education	Nancy Sheehan	Nov. 12 1990
B.C. Superintendents Response Seminar	Selected representatives	Nov. 15 1990
Career Education Society Conference Special Education, Vancouver (Bayshore)		Nov. 15 1990
Apprenticeship/Trades Coordinators	Apprenticeship Director of B.C. Building Trades Coordinators	Nov. 16 1990
SFU Faculty of Education	Geoff Madoc-Jones	Nov. 19 1990
St. Patrick's School	Joe Colistro	Nov. 19 1990
Ken Leithwood		Nov. 21 1990
Richmond School District	Bruce Bearisto	Nov. 22 1990
Shaw Cable	Valerie Taylor	Nov. 23 1990
Council of College & Institute CEO's for B.C.	All College & Institute Presidents	Nov. 27 1990
West Vancouver Secondary	Arnie Smith	Nov. 28 1990
Surrey School District	Reni Massey	Dec. 6 1990
Victoria High School Staff	Mr. K. McCallion	Dec. 10 1990
Tri-Universities Council (SFU, UBC, U VIC)		Dec. 14 1990
University of Victoria, 'Articulation Day'		Dec. 14 1990
Camosun College	3 staff re integrated curriculum	Dec. 18 1990
University of Victoria	Tom Miller	Dec. 18 1990
Camosun College	John Conklin and others (re learning communities)	Dec. 18 1990
Education Technology Centre	All Staff	Jan. 9, 1991
14 Reps. from B.C. Regions for Local Leadership Sessions	2 people/region	Jan. 15 1991
TRIP (Tri-University Integration Project)	Ellin McCarthy	Jan. 18 1991
U Vic Faculty of Education	Tom Miller	Jan. 21 1991
Graduate Students in Education	Vern Storey, Professor	Jan. 22, 29 1991
Surrey School District	Terry McBurney, Assistant Superintendent	Jan. 23 1991
Abbotsford School District	Various	Jan. 25 1991
B.C.Teachers Federation	Conference on Assessment	Jan. 25, 26 1991
Arts Educators	Gary Rupert, President, Arts Education	Jan. 30 1991
University of Victoria	Student teachers (science) and 2 faculty members	Jan. 31 1991
School District #14	Hart Doerksen	Feb. 1 1991
Youth Advisory Committee	Joan Mason	Feb. 2 1991
Creston School District	Staff	Feb. 4 1991
Claremont Parents Association	Parents, principal, student representative	Feb. 4 1991
University of Victoria	Reg Mitchell	Feb. 5 1991
Victoria School District	Marlene Recchi	Feb. 5 1991
BC Institute of Technology	Educational Forum (Faculty)	Feb. 6 1991
South Okanagan School District	Various	Feb. 7 1991
Powell River Seconary School	Full Staff	Feb. 7 1991
Art Teachers PSA	Various	Feb. 15 1991
University of Victoria Faculty of Education	Earl Cherington	Feb. 19 1991
Cowichan School District	Geoff Johnson	Feb. 19 1991
Permanent Record Card Committee	Teachers, Business Reps.	Feb. 21,22 1991
Employers' Council of B.C.	Keith Gray	Feb. 21 1991
B.C. Association of School Superintendents	Selected Members	Feb. 25 1991
University of Victoria	Standards Committee	Feb. 25 1991
Publisher (McGraw Hill)	Russ Brevakey	Feb. 25 1991
BCTF Educational Associates	20 - 25 BCTF Regional & Central Office Staff	Feb. 25, 26 1991

Maple Ridge Consortium	Various	Feb. 26 1991
Cowichan School District	Geoff Johnson	Feb. 27 1991
Delta School District (Non-instructional Day)	Teachers, Board Office Staff	Feb. 28 1991
Teachers Castlegar		Feb. 28 1991
Northern Lights College	(Presentation)	Feb. 28 1991
Teachers - Nelson		March 1 1991
Nechako School District and Area Native Bands		March 1 1991
University of Victoria Faculty of Education	Antoinette Oberg	March 4 1991
University of Victoria Faculty of Education	Lou McElroy	March 5 1991
Saanich Grad. Prog. Advisory Committee (parents)	Scott Marshall, Parent Chair	March 7 1991
Special Education Teachers, Richmond		March 8 1991
Continuing Education Directors Assoc.	All Districts with Continuing Education Programs	March 13 1991
Opening Doors Conference (Victoria, Sooke, Saanich Parent Groups)		March 16 1991
Open Learning Agency Executive		March 18 1991
School District #86 (Creston-Kaslo)	Alanda Greene	March 18 1991
Milt McClaren		March 21 1991
Intermediate Program Steering Committee	Various	March 21, 22 1991
Parents' Conference on Education "Tomorrow is too Late"	Robson Square	
Media Centre Conference		March 22 1991
Full Gospel Christian Academy	David Arnold	March 22 1991
Spectrum School	Mr. D. Pitre, Principal	March 22 1991
BCSTA Education Committee	Karen Hawkins	March 23 1991
Stay-In-School Conference	Govt. of Canada	March 26 1991
Canadian Association of Principals National Converence	North American Educational Leaders	March 26, 27, 28 1991
Robin McTaggart, Australia		March 28 1991
Yukon Government, Dept. of Education	Dr. Sheila Rose, Director of Curriculum	April 1, 7 1991
Selkirk College	Darcy Verbourget	April 2 1991
Permanent Record Card Committee	Teachers, Business Reps. Administrators, Trustees	April 8,9 1991
Ministry of Advanced Education, Training and Technology (MAETT)	Dr. Lloyd Morin	April 8 1991
Career Education Society Executive	Doug Podetz, President	April 11 1991
BC CAP, Richmond		April 11 1991
Continuing Education Association of B.C. Forum	School Districts & Ministry of Education and Ministry Responsible for Multiculturalism and Human Rights	April 12 1991
U.B.C., Faculty of Arts, Science, Applied Science	Dean's Office, Faculty of Arts U.B.C.	April 12 1991
Ministry of Advanced Education, Training and Technology plus representatives from: - BC Youth Advisory Council - Admissions & Transfer Council - Premier's Advisory Council on Science & Technology - Task Force on Employment & Training - Centre for Curriculum and Professional Development		
Articulation Working Group in Conjunction with Graduation Program Staff	Camosun, Malaspina, Dr. Lloyd Morin	April 16 1991
Fort Nelson	parents, students and teachers	April 17-18 1991
TRIP Group	Tri-universities Faculty of Education members	April 19 1991
Maple Ridge School District	Ed Swaren	April 24 1991
Vanderhoof School District	Mike Fitzpatrick	May 2 1991
Conference Board of Canada	Florence Campbell	June 2, 3 1991

English Teachers PSA	Judith Blakeston	June 8 1991
Faculty of Education, UBC	Murray Elliott	June 10 1991
Career Education Society	Doug Podetz	June 12 1991
Career Education Students	University of BC	July 26 1991
ACE Conference	Adrienne Chan	Oct. 18 1991
Mount Douglas Accreditation	Victoria School District	Oct. 21 1991
Countdown Conference	BCPVPA	Oct. 23, 24 1991
Conference re Dropouts	BCSTA (Karen Hawkins)	Oct. 31 1991
Nanaimo Graduation Committee	Dan Ryan	November 26 1991
Stay-In-School Conference	Government of Canada	November 28, 29 1991
Career Development Society	Kelowna School District	December 18 1991
Alternate Educators	Annual Conference	January 24 1992
Manitoba Teachers' Convention	Frontier School Division	January 30 1992
Alberni Administrators	Mr. N. Thiessen, Superintendent	February 7 1992
Ministry of Advanced Education, Training and Technology		February 10 1992
Staff Brookswood Secondary, Langley	E. MacDonald, Principal	February 20 1992
Prov. Fine Arts Committee	A. O'Henly	February 24 1992
Terrace Local Leadership		April 25, 26 1991
College Representatives	Faculty	May 7 1991
Task Force on Employment and Training	Marnie Mitchell	May 15 1991
Norfolk/Glenlyon Schools	Faculty	May 29 1991
Articulation Task Force	College and MAETT representatives	June 4 1991
Camosun College	Marilyn Drews	June 6 1991
UBC Faculty of Education	Murray Elliott	June 10 1991
Career Education Society	Barb Hunter	June 12 1991
BC Assoc. of Vocational Administrators		June 13 1991
Madoc Jones		August 15 1991
Human Resources Development Project	Paul Gallagher	August 29 1991
Articulation Task Force	College, MAETT	September 23, 30 1991
Articulation Task Force	College Reps. and MAETT	October 15 1991
Victoria School District	Marlene Recchi	October 23 1991
Trustees, Sunshine Coast	Clifford Smith	October 25 1991
Articulation Task Force	College Reps. and MAETT	November 20 1991
Social Services & Health Branch	Ministries	January 13 1992
Social Services & Health Branch	Ministries (Education, MAETT)	February 3 1992
Len Shepherd School	Students	February 4 1992
Teachers and Representatives from Alternative Schools in B.C.	Cathy Hughes, David Scott, Wendy Neumann, Lynn Joseph, Linda Ross	February 17 1992
University Students	Chris Vopnfjord	February 25 1992
University Students	Chris Vopnfjord	March 3 1992
University of British Columbia Continuing Education Directors Forum	R. Carruthers	April 12 1991
First Nations Education Secretariat	D. Nyce	April 22 1991
Ministry of Advanced Education , Training and Technology	Duncan McRae	April 16 1991
Dr. Maurice Gilbers		April 18 1991
Career Education Society	Sue Harper	April 26 1991
St. George's School In-Service	John Laurence	May 3 1991
Advanced Education Task Force In Training & Employment	Maurice Mitchell	May 15 1991
Ministry of Advanced Education , Training and Technology	Duncan McRae	May 16 1991
Delta School District Teachers, Administrators	Colin Campbell	May 27 1991
UBC Education Faculty	Dr. Elliot	June 10 1991
Career Education Society	Doug Podetz	June 12 1991

Whistler Colloquium		June 17, 18, 19 1991
Principals & Vice Principals Course	Gordon Moffat	July 22-26 1991
Continuing Education Directives	Rick Carruthers	September 27 1991
BC Principals & Vice Principals Conference	Gordon Moffat	October 23-25 1991
Fort St. John District In-Service	Archie Davis	November 18-19 1991
Nanaimo District In-Service	Judy Fraser	January 13 1992
Campbell River In-Service	Byron Dart	January 14 1992
Gulf Islands In-Service	Susan Underwood	February 10 1992
Central Coast (Bella Coola) In-Service	Walter Robinson	February 20-21 1992
BC Catholic Educators Conference	Doug Lawson	February 27 1992
Active Learning	John Parker	April 20 1991
State of Victoria University of New England	Shirley Grundy	April 30 1991
Kwantlen College	Gordon Farrell	May 16 1991
Open Learning Agency	Susan Haglund, Dale Macrostie Fred Gerry	May 22 1991
UBC, Teacher Development, Castlegar	Joe Ranallo, Marlane King	June 3 1991
Selkirk College	Leo Perra	June 4 1991
MAETT, BC Research	Grant Fisher, John Cousineau	June 6 1991
Saanich Kiwanis		June 9 1991
Faculty of Education, UBC	Murray Elliot	June 10 1991
Human Resources Development (HRD)Project Academic Enterprise Committee	Paul Gallagher	June 23, 29 1991
1991American Association of Physics Teachers Conference, Vancouver	Physics teachers from schools, colleges and universities	June 26-27 1991
HRD Project	Paul Gallagher	August 29 1991
Maple Ridge Consortium	Dave Estegaard	September 6 1991
Maple Ridge Consortium	Dave Estegaard	October 22 1991
Victoria Teachers Grad Program Implementation Committee	Marlene Recchi	October 23 1991
Florida State Education Dept.	Mardy Beach	October 29 1991
Maple Ridge Consortium	Dave Estegaard	November 1 13 1991
HRD Project Regional Update, Abbotsford	Chamber of Commerce	November 22 1991
Education Technology Centre	Mike Hoebel	December 4 1991
Graduation Program Steering Committee		January 22, 23 1992
Learner Profile Advisory Committee	Elizabeth Wellburn ETC	January 29 1992
Accreditation Long Term Working Group	Norma Mercer	January 30 1992
Len Shepherd School, Surrey	John Harper (teacher) Students: Phil Wensley Darren Doty, Jennifer Hay Kevin Walton, Sean Barton	Febraury 4 1992
HRD Project Academic Enterprise	Paul Gallagher	February 7 1992
University of Victoria (science students in Faculty of Education)	John Sheppy, Bruce Farragher	February 13 1992
Waldorf School, North Vancouver	Ellen McKee	March 4 1992
Len Shepherd School, Surrey	John Harper	March 4 1992

Appendix C
Provincial Examinations

Beliefs and Assumptions

- Provincial examinations give equity of access to post-secondary institutions by providing validated credits.
- The public perceives that provincial examinations help maintain standards thereby providing system accountability.
- Provincial examinations provide equality of opportunity.
- Public confidence in the school system is maintained through centrally administered assessments.
- Provincial examinations are not well-suited to assessing the performance and attitudinal aspects of curriculum.
- The present examination program should be more learner-focused.
- Provincial examinations create administrative concerns that can pressure teachers to teach to the exam.
- Centrally administered exams should focus on learning that can be most appropriately assessed using a paper-and-pencil format.
- Provincial examinations somewhat limit school (local/classroom) autonomy.
- The Sullivan Commission supported the examination program and made suggestions for expansion.
- Provincial scholarships recognize and reward excellence in the Graduation Program. The provincial examination program provides learners with opportunities to demonstrate excellence and earn scholarships in selected subjects of the Humanities and Sciences strands.

Proposed Direction

- Retain the examinations program with changes that will make it more learner-focussed and less restrictive to classroom instruction and assessment.
- Modify the nature of provincial examinations by:
  - combining the provincial and scholarship into a single examination
  - developing tables of specifications for both centrally administered & school-based assessment
  - developing a process to credential other programs (e.g., Advanced Placement, International Baccalaureate).
- Modify the examination schedule to make examinations available on a more frequent basis to support as much as possible the learner-focussed nature of the curriculum within the reality of fiscal constraints.
- The Ministry intends to support school-based assessments by making available a variety of assessment resources for use in the classroom. While provincial examinations assess that part of the curriculum best assessed using a paper-and-pencil format, school-based marks can be more encompassing, covering more of the curriculum, and assessing all of the student's development.
- Students in the Fine and Practical Arts Strands will be provided with the opportunity to write provincial scholarship examinations that will be developed, administered, and marked regionally.
- Provincial examinations will gradually become available in all Humanities and Sciences strand subjects (e.g., Western Civilization, Economics, and Law).